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ABSTRACT

This digest provides summary information from a major data collection effort involving a nationally representative survey of public or nonprofit institutions offering postsecondary occupational or technical education. The survey focused on the processes of curriculum and instructional decision making and student decision-making behavior. The 105 tables in the document are organized into five major categories: institutional characteristics and administration; linkages to external agencies; occupational programs and instruction; career guidance/placement office; and student characteristics. Within each major category, the tables are grouped by subject matter. The table of contents lists the order of 27 subjects within the five categories. Finally, an index to the digest can be used to find individual items of interest. All the tables present the data by institutional type and for the entire sample. Most of the data entries are unweighted means or frequency percentages. In other cases, rank orders of unweighted data are presented. The survey instruments are appended to the digest. (KC)

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STATISTICAL DIGEST OF POSTSECONDARY OCCUPATIONAL EDUCATION AT PUBLIC INSTITUTIONS

by

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INTRODUCTION

This digest provides summary information from a major data collection effort that was undertaken by the National Center for Research in Vocational Education (NCRVE) at The Ohio State University in February-June, 1987. Funded as part of the National Center's grant from the U.S. Department of Education Office of Vocational and Adult Education, the scope of work for this project, entitled "Postsecondary Occupational Education Delivery: An Examination," called for a nationally representative survey of public or nonprofit institutions offering postsecondary occupational (or technical) education. The foci of the survey were twofold: (i) the processes of curriculum and instructional decision making (e.g., who is involved--internally and externally, extent and effectiveness of private sector involvement, responsiveness/flexibility of the process) and (ii) student decision making behavior (e.g., why do students continue their education beyond high school, why are particular institutions chosen, why are programs chosen, sources and accuracy of information). This chapter of the digest provides technical information on the survey design and procedures, and describes the organization of the digest.

Data and Methods

Because of the wide variety of institutional configurations that offer programs that could be classified as postsecondary occupational education, a precise definition of the universe of interest had to be developed in order to conduct the survey. The rules that were applied are displayed in exhibit 1. These definitional rules were selected for many reasons. For instance--

- Proprietary institutions were excluded because of the large number of them (more than 3 times as many as public institutions) and because the focus of the study was on institutions receiving federal vocational education funds;
- The universe was limited to institutions offering subbaccalaureate programs of at least 9 months and up to 2+ years in duration leading to a vocational certificate or associate's degree; and
- "Specialized programs"--flight/aviation, travel agency, religious programs, nurses/medical, avocational or hobby programs--and "specialized institutions"--Job Corps Centers, apprenticeship programs, penal institutions were excluded.

EXHIBIT 1

RULES FOR INCLUDING AN INSTITUTION IN THE UNIVERSE TO BE ANALYZED

---

1. In United States

2. Public or Nonprofit

3. Offers Associate degree or Vocational Certificate in applied field representing 1 or more but less than 4 years of work beyond grade 12 or equivalent

4. Exclude institutions that offer only specialized programs in the following areas:

   -- Beauty/Barber/Cosmetology
   -- Real estate/Banking/Finance
   -- Flight/Aviation
   -- Travel agent
   -- Bible/Religion
   -- Fine arts
   -- Nursing/Medical technician
   -- Miscellaneous (e.g., Boat building, Dog grooming, etc.)

5. Exclude institutions whose missions are not primarily education, such as the following:

   -- Community based organizations
   -- Apprenticeship programs
   -- Job Corps centers
   -- Vocational rehabilitation programs
   -- Penal institutions

In general, all campuses from institutions were included, although in constructing the universe, some reliance was placed on judgements of state officials about this issue, so the listing may not be consistent with respect to its treatment of multiple campus institutions.

Universe Listing

Compiling the list of institutions meeting these definitional rules turned out to be difficult. To develop the list, two federal sources of data--a 1986 tape of the IPEDS universe and a 1982 document, 1982 Postsecondary Schools with Occupational Programs were compared. Between these two sources of data, there were a significant number of discrepancies--i.e. institutions on the tape but not in the document and vice-versa. To reconcile the lists, project staff contacted, by telephone, state agency personnel in all 51 states or jurisdictions. This process resulted in a list of 2,299 institutions. (The entire listing of this universe comprises appendix B to the project final report, Hollenbeck, et al., 1987.)

Sample Size

Sample size was calculated by the rules for proportional sampling--say, the proportion of institutions receiving Perkins funds or the percentage offering career exploration materials in a second language. The statistical formulas suggested that approximately 360 responses were required to be statistically accurate. With an assumed .50 response rate, the target sample size was set at 720.

Procedures

The survey design called for data from up to 20 respondents at each institution--the chief executive officer (CEO), the placement director, the chairpersons and two faculty from each of two occupational programs, and up to 12 students (three from classes taught by each of the 4 faculty.)

To achieve a random selection of programs and to control the selection process, a catalog or course offering brochure was requested by telephone from all sampled institutions. Programs to be included in the study would then be selected from these documents by project staff. A primary sample was selected with probability = .31 (720/2299). A supplemental 8 percent sample was selected to use as replacements for institutions in the primary sample that did not supply documents or that did not, in fact, belong to the population as defined. The primary sample numbered 725 institutions; the supplemental sample was 186 in number.

Ultimately, 99 of the 186 supplemental sample institutions were used to complete the sample. The geographic distributions of the primary sample and universe listing are given in exhibit 2.

Exhibit 2 categorizes the sample by type of institution using the following categories:

- Community or Junior Colleges
- Technical Institutes
- Colleges/universities and branch affiliates

Community or Junior Colleges are defined as 2-year institutions that offer associate degree programs and have a substantial transfer mission. Technical Institutes have technical/occupational education as their primary or organizing mission and offer applied associate degrees or (more often) vocational certificates. The typical institution here is the area vocational-technical school that offers occupational and adult education programming. Colleges or universities and affiliates offer baccalaureate and higher degrees as their main emphasis, but typically have a small number of occupational programs that award an associate degree or vocational certificate. This category includes branch campuses with only 2-year programs (as long as one of those is a technical program.)

The brochures or catalogs from as many of the 725 (+186) institutions as would respond were retrieved, the occupational programs were listed by staff, and three programs from each institution were randomly selected. The first two selected were intended to be included in the study; the third was an alternative in case the institution no longer offered either of the first two programs selected.

After the selection of institutions and programs, the CEO of each institution was contacted to request institutional cooperation in the study. Each CEO was asked to name a liaison for the study with whom we would interact to distribute and collect the survey questionnaires, and the CEO was asked to complete a form that requested a listing of all (full-time and part-time) instructors in the two programs that had been selected. After receiving approval from the CEO or his/her designee, project staff randomly selected two instructors from each of the two program areas. (While the expectation was to select a total of 4 instructors from each institution, anywhere from 1 to 4 instructors may have been selected because some institutions had only a single occupational program and some programs had only one instructor.) Sampling of the students was left to be implemented by the liaison and instructors. Instructions were provided to select randomly 3 students currently taking classes from each of the four instructors. Again, the potential number of student respondents ranged from 3 to 12.

EXHIBIT 2

SUMMARY DATA ABOUT POSTSECONDARY SAMPLE BY STATE

State	Institution Type			Total Sample
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Alabama	10 (24)	8 (24)	3 (7)	21
Alaska	6 (11)	0 (1)	0 (2)	6
Arizona	8 (22)	0 (0)	0 (0)	8
Arkansas	5 (12)	7 (24)	3 (11)	15
California	43 (121)	1 (3)	3 (12)	47
Colorado	5 (16)	2 (8)	3 (5)	10
Connecticut	3 (17)	4 (17)	2 (9)	9
Delaware	2 (3)	2 (1)	1 (2)	5
District of Columbia	0 (0)	1 (2)	0 (2)	1
Florida	14 (32)	13 (36)	4 (14)	31
Georgia	12 (25)	8 (29)	6 (14)	26
Hawaii	4 (7)	0 (0)	2 (4)	6
Idaho	0 (3)	1 (1)	1 (3)	2
Illinois	20 (55)	1 (5)	3 (8)	24
Indiana	9 (19)	1 (2)	10 (28)	20
Iowa	9 (27)	0 (0)	2 (3)	11
Kansas	11 (24)	5 (14)	5 (13)	21
Kentucky	3 (14)	9 (27)	2 (16)	14

EXHIBIT 2—Continued

State	Institution Type			Total Sample
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Louisiana	0 (7)	13 (53)	6 (15)	19
Maine	1 (3)	0 (5)	0 (9)	1
Maryland	8 (19)	1 (1)	1 (3)	10
Massachusetts	11 (34)	6 (25)	4 (11)	21
Michigan	15 (40)	3 (10)	7 (28)	25
Minnesota	7 (22)	15 (45)	2 (7)	24
Missouri	2 (16)	17 (39)	6 (20)	25
Mississippi	5 (28)	0 (0)	0 (3)	5
Montana	1 (7)	2 (5)	2 (4)	5
Nebraska	3 (14)	0 (1)	1 (8)	4
Nevada	3 (4)	0 (0)	0 (2)	3
New Hampshire	3 (7)	1 (2)	7 (17)	11
New Jersey	9 (22)	6 (23)	6 (9)	21
New Mexico	1 (5)	1 (7)	0 (11)	2
New York	22 (58)	2 (2)	9 (30)	33
North Carolina	20 (65)	1 (1)	1 (10)	22
North Dakota	4 (6)	0 (0)	1 (6)	5
Ohio	10 (27)	5 (28)	12 (38)	27

EXHIBIT 2—Continued

State	Institution Type			Total Sample
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Oklahoma	6 (12)	9 (37)	0 (8)	15
Oregon	6 (13)	0 (0)	1 (3)	7
Pennsylvania	9 (27)	19 (54)	17 (53)	45
Rhode Island	0 (2)	0 (0)	2 (9)	2
South Carolina	7 (23)	0 (7)	2 (8)	9
South Dakota	0 (2)	3 (10)	2 (11)	5
Tennessee	5 (13)	9 (42)	5 (15)	19
Texas	22 (70)	1 (3)	5 (15)	28
Utah	2 (7)	2 (6)	2 (7)	6
Vermont	2 (4)	0 (0)	1 (5)	3
Virginia	8 (30)	1 (20)	2 (7)	11
Washington	11 (28)	1 (5)	1 (2)	13
West Virginia	2 (7)	5 (22)	3 (14)	10
Wisconsin	7 (24)	1 (7)	1 (6)	9
Wyoming	2 (7)	1 (2)	0 (0)	3
TOTAL	377	188	159	725

NOTE: Number in parentheses is total population of institutions.

Questionnaire Development

Considerable time and effort were put into the development and testing of the six different questionnaires used in the survey. That development included several rounds of internal and external reviews and subsequent revisions and pilot testing at a number of institutions. The final results of these validity tests--the survey forms that were actually used--comprise the appendix to this digest.

Response Analysis

The survey instruments were extensive and, in parts, quite complex. Nevertheless, a response rate of about 60 percent was achieved, which is quite high for a voluntary mail survey. Responses from 432 institutions--377 administrators, 367 placement directors, 605 chairpersons, 1239 faculty, and 3330 students were received. Response rates were analyzed extensively in Hollenbeck et al., 1987. The analysis looked at institutional response (for how many institutions were there at least one response), intra-institutional response (for responding institutions, how many of the 20 potential responses were actually received), and item response.

Some nonrandomness in the response was observed. Exhibit 3 shows institutional nonrespondents by region, state, and institution type. Relatively low response was received from institutions in the Northeast and among colleges/universities. Among respondents at institutions, the average response rate was about 5/6--the lowest rate was among students, about 70%. The programs that were sampled encompassed a wide variety of subject content and even a wide variety of names for the same subject content. The 1,993 programs that comprised the sample were classified into approximately 144 different subjects spanning 12 major categories. Exhibit 4 lists the programs from the total sample and from the respondents within these 12 categories.

In our judgment, item nonresponse was not a serious problem--the median response rate for all items was over 95%. Only a handful of items are suspect in terms of validity (items that had the poorest response were personal salary and job history information, and questions that required exact institutional or program data--e.g., budgets, enrollments, percentages).

Organization of the Digest

The tables in this digest are organized into five major categories as follows:

EXHIBIT 3

INSTITUTIONAL NONRESPONSES, BY STATE, REGION, AND INSTITUTIONAL TYPE

Region/State	Institution Type			Total Non-spondents	Non-response Rate
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
New England	8 (20)	7 (11)	7 (16)	22 (47)	46.8%
CT	1 (3)	4 (4)	0 (2)	5 (9)	55.6
ME	1 (1)	0 (0)	0 (0)	1 (1)	100.0
MA	4 (11)	3 (6)	3 (4)	10 (21)	47.6
NH	2 (3)	0 (1)	3 (7)	5 (11)	45.5
RI	0 (0)	0 (0)	1 (2)	1 (2)	50.0
VT	0 (2)	0 (0)	0 (1)	0 (3)	0.0
Middle Atlantic	14 (40)	16 (27)	21 (32)	51 (99)	51.5%
NJ	4 (9)	3 (6)	5 (6)	12 (21)	57.1
NY	8 (22)	1 (2)	6 (9)	15 (33)	45.5
PA	2 (9)	12 (19)	10 (17)	24 (45)	53.3
South Atlantic	25 (73)	6 (32)	8 (20)	39 (125)	31.2%
DE	1 (2)	0 (2)	0 (1)	1 (5)	20.0
DC	0 (0)	0 (1)	0 (0)	0 (1)	0.0
FL	6 (14)	3 (13)	2 (4)	11 (31)	35.5
GA	4 (12)	0 (8)	2 (6)	6 (26)	23.1
MD	2 (8)	0 (1)	0 (1)	2 (10)	20.0
NC	10 (20)	0 (1)	0 (1)	10 (22)	45.5
SC	1 (7)	0 (0)	1 (2)	2 (9)	28.6
VA	0 (8)	0 (1)	1 (2)	1 (11)	9.1
WV	1 (2)	3 (5)	2 (3)	6 (10)	60.0
East North Central	29 (61)	2 (11)	20 (33)	51 (105)	48.6%
IL	10 (20)	0 (1)	2 (3)	12 (24)	50.0
IN	3 (9)	0 (1)	5 (10)	8 (20)	40.0
MI	8 (15)	0 (3)	4 (7)	12 (25)	48.0
OH	5 (10)	2 (5)	8 (12)	15 (27)	55.6
WI	3 (7)	0 (1)	1 (1)	4 (9)	44.4
East South Central	7 (23)	11 (26)	2 (10)	20 (59)	33.9%
AL	4 (10)	5 (8)	2 (3)	11 (21)	52.4
KY	1 (3)	2 (9)	0 (2)	3 (14)	21.4
MS	1 (5)	0 (0)	0 (0)	1 (5)	20.0
TN	1 (5)	4 (9)	0 (5)	5 (19)	26.3

EXHIBIT 3—Continued

Region/State	Institution Type			Total Non-spondents	Non-response Rate
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
West North Central	13 (36)	13 (40)	14 (19)	40 (95)	42.1%
IA	2 (9)	0 (0)	1 (2)	3 (11)	27.3
KS	5 (11)	1 (5)	5 (5)	11 (21)	52.4
MN	3 (7)	4 (15)	2 (2)	9 (24)	37.5
MO	1 (2)	7 (17)	3 (6)	11 (25)	44.0
NE	1 (3)	0 (0)	1 (1)	2 (4)	50.0
ND	1 (4)	0 (0)	0 (1)	1 (5)	20.0
SD	0 (0)	1 (3)	2 (2)	3 (5)	60.0
West South Central	8 (33)	10 (30)	6 (14)	24 (77)	31.2%
AR	3 (5)	2 (7)	0 (3)	5 (14)	33.3
LA	0 (0)	4 (13)	2 (6)	6 (19)	31.6
OK	2 (6)	4 (9)	0 (0)	6 (15)	40.0
TX	3 (22)	0 (1)	4 (5)	7 (28)	25.0
Mountain	9 (22)	3 (9)	3 (8)	15 (39)	38.5%
AZ	3 (8)	0 (0)	0 (0)	3 (8)	37.5
CO	3 (5)	0 (2)	1 (3)	4 (10)	40.0
ID	0 (0)	1 (1)	0 (1)	1 (2)	50.0
MT	1 (1)	0 (2)	1 (2)	2 (5)	40.0
NV	2 (3)	0 (0)	0 (0)	2 (3)	66.7
NM	0 (1)	1 (1)	0 (0)	1 (2)	50.0
UT	0 (2)	0 (2)	1 (2)	1 (6)	16.7
WY	0 (2)	1 (1)	0 (0)	1 (3)	33.3
Pacific	26 (70)	2 (2)	3 (7)	31 (79)	39.2%
AK	2 (6)	0 (0)	0 (0)	2 (6)	33.3
CA	18 (43)	1 (1)	1 (3)	20 (47)	42.6
HI	2 (4)	0 (0)	0 (2)	2 (6)	33.3
OR	2 (6)	0 (0)	1 (1)	3 (7)	42.9
WA	2 (11)	1 (1)	1 (1)	4 (13)	30.8
TOTAL	139(377)	70(188)	84(159)	293(725)	40.4%
Nonresponse Rate	36.9%	37.2%	52.8%		

NOTE: Number in parenthese is total sample. Entries not in parentheses are nonresponses.

EXHIBIT 4

SAMPLED PROGRAMS

(1) Program	(2) Number in Total Sample	(3) Percentage	(4) Number in Responding Sample	(5) Percentage	(6) Response Rate (4) - (2)
Agriculture	74	3.7%	45	3.8%	60.8%
Business	276	13.8	161	13.6	58.3
Secretarial Sciences	301	15.1	183	15.4	60.8
Distributive Sciences	73	3.7	43	3.6	58.9
Industrial Technologies	499	25.0	310	26.1	62.1
Engineering/ Electronics	204	10.2	116	9.8	56.9
Computer and Information Sciences	188	9.4	109	9.2	58.0
Occupational Home Economics	140	7.0	89	7.5	63.6
Health Sciences	30	1.5	21	1.8	70.0
Human/Social Sciences	170	8.5	89	7.5	52.4
Physical Sciences	23	1.2	12	1.0	52.2
Fine Arts	15	0.8	10	0.8	66.7
TOTAL	1993	100.0	1188	100.0	59.6%

- Institutional Characteristics and Administration
- Linkage to External Agencies
- Occupational Programs and Instruction
- Career Guidance/Placement Office
- Student Characteristics

Within each major category, the tables are grouped by subject matter. For example, within the category of Occupational Programs and Instruction are example subjects such as Chairpersons and Developmental Education. The table of contents lists the order of all of 16 subjects within each category. Finally, an index to the digest can be used to find individual items of interest.

All of the tables present the data by institutional type and for the entire sample. Most of the data entries are unweighted means or frequency percentages. In other cases, rank orders of unweighted data are presented. For readers interested in the precise wording of the questions, the surveys are appended to the digest.

I. INSTITUTIONAL CHARACTERISTICS AND ADMINISTRATION

TABLE I.1

ENROLLMENT, BY TYPE OF INSTITUTION

(Entries are enrollment means)

Program Type and Full- or Part-time Students	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Occupational programs--				
Full-time	594.48	647.29	377.27	572.23
Part-time	1,104.63	1,551.07	131.20	1,067.44
Transfer/general programs--				
Full-time	659.89	25.86	964.59	513.94
Part-time	1,325.41	17.24	386.85	754.11

NOTE: Data are from the Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement. Completed sample size is 342. Sample size for community and junior colleges is 176; technical institutes--105; and colleges and universities--59.

TABLE I.2

OPERATING BUDGET CHARACTERISTICS, BY TYPE OF INSTITUTION

(Entries are means)

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Total operating budget	$10,802,044	$3,497,986	$15,944,495	$9,398,805
Source of funds--				
Community/county	15.16%	13.33%	1.83%	12.27%
State	47.55	51.39	33.83	46.23
Federal	3.95	8.49	5.39	5.59
Tuition	17.31	14.17	36.78	19.67
Donations/gifts	0.92	1.66	5.20	1.88
Other	4.43	1.73	10.12	4.85
Uses of funds--				
Instruction	46.71%	51.56%	38.05%	46.75%
Administration	11.81	11.62	13.10	11.99
Student services	9.15	6.78	8.64	8.35
Equipment	3.24	5.26	2.93	3.83
Facilities	7.27	7.86	9.78	7.91
Other	6.91	4.59	12.66	7.15

NOTE: Data are from the Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement. Completed sample size is 342. Sample size for community and junior colleges is 176; technical institutes--105; and colleges and universities--59.

TABLE I.3

CHARACTERISTICS OF ADMINISTRATORS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean age	49.79	50.77	50.20	50.15
Gender--				
Female	14.59%	12.07%	12.50%	13.42%
Male	85.41	87.93	87.50	86.58
Ethnicity--				
Black	3.26%	4.35%	1.56%	3.31%
White	92.39	92.17	95.31	92.84
Highest education level--				
Masters	7.33%	11.11%	1.49%	7.47%
Masters plus graduate work	18.32	47.01	10.45	25.87
Ph.D	63.87	26.50	79.10	54.93
Mean months in job	215.15	161.14	254.42	207.02
Mean salary	$36,789	$34,108	$36,132	$35,719

NOTE: Data pertain to chief administrative officer for occupational programs. Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE I.4

INVOLVEMENT OF CHIEF ADMINISTRATOR IN INSTITUTIONAL DECISION MAKING, BY TYPE OF INSTITUTION

(Entries are involvement rating scale means)

Decision/Action	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Searches for administrative staff	4.79	4.64	4.78	4.74	4
Institution's calendar	4.62	4.68	4.45	4.61	6
Promotion/retention of faculty	4.66	4.74	4.70	4.69	5
Institution's mission	4.69	4.83	4.80	4.75	3
Budget	4.86	4.91	4.89	4.88	1
Instructor evaluation	4.26	4.74	4.20	4.41	9
Administrator evaluation	4.66	4.02	4.68	4.48	8
Grading standards	3.68	4.38	3.68	3.90	10
Prof. development activities	4.46	4.68	4.39	4.52	7
Facilities and equipment	4.70	4.86	4.75	4.76	2

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67. Involvement rating scale ranges from 1 - No involvement to 5 - High level of involvement.

TABLE I.5

INFLUENCE OF CHIEF ADMINISTRATOR ON ESTABLISHING CURRICULUM AND DETERMINING INSTRUCTIONAL APPROACHES, BY TYPE OF INSTITUTION

(Entries are rating scale means; rank order in parentheses)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Establishing curriculum[a]	1.69 (2/11)	1.42 (3/11)	1.54 (2/11)	1.58 (2/11)
Determining instructional approaches[a]	2.04 (3/9)	1.64 (2/9)	1.91 (3/9)	1.89 (3/9)
Establishing curriculum[b]	2.17 (3/11)	2.02 (3/11)	2.20 (2/11)	2.14 (3/11)
Determining instructional approaches[b]	2.48 (4/9)	2.06 (3/9)	2.57 (4/9)	2.39 (4/9)

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson surveys. Sample sizes are 377 and 605. Number of community and junior college respondents are 191 and 326; technical institutes--117 and 167; and colleges and universities--67 and 117. Influence rating scale ranges from 1 = A great deal to 4 = None.

[a] Data from administrator survey.
[b] Data from chairperson survey.

TABLE I.6

BOARD OF TRUSTEE CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Mean number of members	9.6	9.0	16.8	10.6
Mean number of elected by public	3.0	3.5	1.5	2.9
Mean number appointed by elected official	4.4	3.7	5.0	4.2
Mean number of business representatives	4.6	5.1	7.6	5.3
Mean number of labor representatives	0.5	0.7	0.4	0.5

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE I.7

NECESSITY OF BOARD OF TRUSTEE APPROVAL FOR VARIOUS ADMINISTRATIVE ACTIONS, BY TYPE OF INSTITUTION

Action	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Discontinuation of a course offering	21.28%	46.02%	11.11%	27.05%
Discontinuation of a program	73.02%	69.91%	56.67%	69.23%
Establishing a new course offering	31.38%	56.14%	14.06%	35.87%
Establishing a new program	88.89%	79.46%	74.60%	83.33%
Faculty/staff services on a community board (e.g., PIC)	6.99%	20.72%	1.61%	10.28%
Application for federal funds	44.09%	57.52%	25.42%	45.13%
Hiring faculty	64.92%	68.42%	55.56%	64.23%
Dismissing faculty	65.08%	66.67%	46.77%	62.40%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE I.8

INVOLVEMENT OF BOARD OF TRUSTEES IN INSTITUTIONAL DECISION MAKING, BY TYPE OF INSTITUTION

(Entries are rating scale means)

Decision/Action	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Searches for administrative staff	2.62	2.77	2.59	2.66	6
Institution's calendar	2.66	2.81	2.00	2.59	7
Promotion/retention of faculty	2.83	2.97	2.49	2.80	5
Institution's mission	4.32	4.01	4.41	4.24	1
Budget	3.85	3.69	3.94	3.83	2
Instructor evaluation	1.54	1.68	1.45	1.57	10
Administrator evaluation	2.62	3.24	2.90	2.85	4
Grading standards	1.80	2.05	1.48	1.82	9
Prof. development activities	2.20	2.47	1.93	2.24	8
Facilities and equipment	3.48	3.42	3.21	3.41	3

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67. Rating scale ranges from 1 = No involvement to 5 = High level of involvement.

TABLE I.9

INFLUENCE OF INSTITUTIONAL ADVISORY BOARD ON ESTABLISHING CURRICULUM AND DETERMINING INSTRUCTIONAL APPROACHES, BY TYPE OF INSTITUTION

(Entries are influence rating scale means; rank order in parentheses)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Establishing curriculum[a]	2.08 (4/11)	1.62 (4/11)	2.32 (3/11)	1.58 (4/11)
Determining instructional methods[a]	2.72 (6/9)	2.29 (5/9)	2.94 (6/9)	2.63 (6/9)
Establishing curriculum[b]	2.26 (4/11)	2.03 (4/11)	2.73 (6/11)	2.29 (4/11)
Determining instructional methods[b]	2.90 (6/9)	2.56 (6/9)	3.26 (6/9)	2.88 (6/9)

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson surveys. Completed sample sizes are 377 and 605. Sample sizes for community and junior colleges are 191 and 326; technical institutes are 117 and 162; and colleges and universities--67 and 117. Influence rating scale ranges from 1 - A great deal to 4 - None.

[a] Data from administrator survey.
[b] Data from chairperson survey.

TABLE I.10

INSTITUTIONAL GOALS, BY TYPE OF INSTITUTION AND RESPONDENT

(Entries are rating scale means)

Goal	Institution Type						Total	
	Community and Junior Colleges		Technical Institutes		Colleges and Universities			
	Admin[a]	Chair[b]	Admin[a]	Chair[b]	Admin[a]	Chair[b]	Admin[a]	Chair[b]
Prepare students to be good citizens	1.87	2.02	1.76	1.88	1.79	1.93	1.82	1.97
Develop basic skills	1.25	1.34	1.31	1.26	1.35	1.40	1.28	1.34
Develop students' abilities to solve problems and think critically	1.45	1.49	1.47	1.36	1.35	1.30	1.44	1.42
Prepare students to be competent consumers	2.38	2.37	2.24	2.38	2.41	2.50	2.34	2.40
Prepare students for further schooling	1.54	1.92	2.29	2.31	1.97	1.97	1.85	2.03
Provide specific occupational training	1.26	1.47	1.04	1.28	1.64	1.86	1.26	1.50
Give students a broad general career preparation	1.68	1.87	2.12	2.06	1.54	1.59	1.80	1.87
Place students in jobs	1.69	1.78	1.17	1.32	1.77	1.93	1.54	1.69

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson surveys. Sample sizes are 377 and 605. Sample sizes for community and junior colleges are 191 and 326; technical institutes--117 and 162; and colleges and universities--67 and 117. Importance rating scale ranges from 1 = Very important to 4 = Not at all important.

[a] Data from administrator survey.
[b] Data from chairperson survey.

TABLE I.11

RECENTLY IMPLEMENTED POLICY CHANGES, BY TYPE OF INSTITUTION

Policy Change	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Tighter admission requirements	29%	34%	61%	36%
Assessment of all incoming students	90%	85%	91%	88%
Stiffened grading standards	55%	37%	50%	48%
Retention of special need students	84%	63%	79%	76%
Merit pay	42%	32%	63%	43%
Formal recognition of good teaching	76%	70%	88%	76%
Increased hiring standards	55%	52%	74%	58%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE I.12

EXTENT OF OPEN ADMISSIONS INTO INSTITUTION AND INTO OCCUPATIONAL PROGRAMS, BY TYPE OF INSTITUTION

Admissions Policy	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Institutional admission requirements[a,b]..				
None	11.66%	39.18%	3.51%	18.61%
Open door	41.10%	20.62%	8.77%	29.02%
Occupational programs with no admission requirements[c]	69.91%	54.65%	77.63%	67.08%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey supplement and instructor survey. Completed sample sizes are 342 and 1,239. Sample sizes for community and junior colleges are 176 and 665; technical institutes--105 and 344; and colleges and universities--59 and 228.

[a] Data from administrator survey supplement.

[b] "None" and "Open door" were mutually exclusive response categories.

[c] Data from instructor survey.

TABLE I.13

AGREEMENT WITH STATEMENT THAT OPEN-ENTRY ADMISSIONS POLICY RESTRICTS CURRICULUM, BY TYPE OF INSTITUTION

Statement/Respondent	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Share of respondents that agree that open-entry policy restrict program-- Administrators[a]	9.63%	7.27%	11.48%	9.22%
Chairpersons[b]	16.91%	11.61%	14.78%	15.16%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson surveys. Completed sample sizes are 377 and 605. Sample sizes for community and junior colleges are 191 and 326; technical institutes--117 and 162; and colleges and universities--67 and 117.

[a] Data from administrator survey.
[b] Data from chairperson survey.

TABLE I.14

ATTITUDINAL DATA CONCERNING THE INSTITUTIONAL CLIMATE, BY TYPE OF INSTITUTION

(Entries are percentage of respondents that agree or strongly agree)

Attitude	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
	Instructor Data[a]			
Staff members don't have much "school spirit."	25.51%	18.02%	25.55%	23.39%
This institution seems like a big family.	39.94%	47.69%	48.68%	43.79%
There is very little cooperative effort among staff and among students.	10.75%	8.70%	13.27%	10.63%
A very positive "climate" exists.	59.03%	64.93%	65.79%	61.98%
	Student Data[b]			
The course work in this institution is more difficult than high school.	79.15%	61.78%	89.91%	75.64%
On average, the instructors seem to care a lot about students.	94.11%	94.76%	92.88%	94.04%
The students here have a lot of "school spirit."	54.01%	59.90%	56.79%	56.31%

NOTE: Date from Postsecondary Occupational Education Delivery: An Examination project instructor and student surveys. Completed sample sizes are 1,239 and 3,330. Sample sizes for community and junior colleges are 665 and 1,733; technical institutes--344 and 1027; and colleges and universities--228 and 563.

[a] Data from instructor survey.
[b] Data from student survey.

II. LINKAGES TO EXTERNAL AGENCIES

TABLE II.1

EXTENT OF EXTERNAL LINKAGES, BY TYPE OF INSTITUTION

External Linkage	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Provide teaching staff or other support for classes/programs off campus	82.70%	75.23%	50.79%	74.79%
Formally represented on a community-based economic development activity	86.41%	76.11%	82.54%	82.50%
Formally represented on a regional vocational education planning committee	77.42%	77.19%	46.77%	72.10%
Formally represented on a PIC	66.49%	71.93%	28.81%	62.01%
Cooperative education programs--				
Students enrolled in programs	4.49%	7.56%	6.46%	5.80%
Students receiving credit	4.96%	9.23%	8.42%	6.90%
Articulation agreements--				
Secondary students attend courses	77.42%	58.93%	62.50%	69.06%
2+2/tech prep	28.57%	15.32%	6.35%	20.51%
Students take courses at secondary school and get credit	22.04%	13.27%	20.31%	19.01%
Students may receive postsecondary credit for prior courses in secondary school	55.80%	61.82%	37.10%	54.39%
Co-located with secondary	29.73%	26.13%	18.33%	26.69%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE II.2

PRIORITY FOR ESTABLISHING LINKAGES WITH VARIOUS ORGANIZATIONS, BY TYPE OF INSTITUTION

(Entries are mean rank ordering)

Organization	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Organized labor	6.39	6.17	6.56	6.35	7
Military	6.47	6.78	5.59	6.45	8
Business/industry	2.16	1.74	1.96	1.99	1
Customized training	3.98	3.68	4.58	3.97	3
JTPA	4.66	4.38	5.68	4.72	6
Community based organizations	4.18	4.41	3.88	4.20	5
Other postsecondary institutions	3.79	4.76	3.33	4.03	4
Proprietary schools	7.34	7.31	5.89	7.05	9
Secondary schools	2.74	3.24	2.75	2.91	2

NOTE: Data fron Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE II.3

PROVISION OF FACILITIES OR INSTRUCTORS FOR EXTERNAL PROGRAMS, BY TYPE OF INSTITUTION

External Program/Resource	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Students studying for GED--				
Facilities only	12.77%	12.28%	18.33%	13.54%
Instructors only	0.53	0.00	0.00	0.28
Both	55.85	60.53	20.00	51.38
Neither	30.85	27.19	61.67	34.81
Adult noncredit classes--				
Facilities only	3.72%	4.46%	3.08%	3.84%
Instructors only	1.06	0.00	6.15	1.64
Both	84.57	83.04	67.69	81.10
Neither	10.64	12.50	23.08	13.42
JTPA programs--				
Facilities only	4.89%	8.04%	1.79%	5.40%
Instructors only	1.09	0.89	3.57	1.42
Both	75.54	83.93	37.50	72.16
Neither	18.48	7.14	57.14	21.02
CBO programs--				
Facilities only	20.43%	13.51%	20.34%	18.26%
Instructors only	3.23	2.70	1.69	2.81
Both	52.69	53.15	38.98	50.56
Neither	23.66	30.63	38.98	28.37
Customized training--				
Facilities only	3.19%	5.36%	1.59%	3.58%
Instructors only	3.72	0.89	7.94	3.58
Both	87.77	86.61	76.19	85.40
Neither	5.32	7.14	14.29	7.44
Military training--				
Facilities only	4.89%	1.80%	7.81%	4.46%
Instructors only	3.80	0.90	7.81	3.62
Both	15.22	14.41	23.44	16.43
Neither	76.09	82.88	60.94	75.49
Apprenticeship programs--				
Facilities only	4.92%	2.68%	0.00%	3.37%
Instructors only	4.92	3.57	3.28	4.21
Both	44.81	41.96	29.51	41.29
Neither	45.36	51.79	67.21	51.12

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE II.4

INVOLVEMENT OF STATE AGENCY IN INSTITUTIONAL DECISION MAKING, BY TYPE OF INSTITUTION

(Entries are rating scale means)

Decision/Action	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Searches for administrative staff	1.31	1.98	1.10	1.48	8
Institution's calendar	1.91	2.03	1.18	1.81	5
Promotion/retention of faculty	1.19	1.69	1.10	1.32	9
Institution's mission	2.77	3.41	2.22	2.87	2
Budget	2.78	3.39	2.50	2.91	1
Instructor evaluation	1.14	1.47	1.05	1.22	10
Administrator evaluation	1.33	2.15	1.17	1.56	6
Grading standards	1.35	1.81	1.33	1.49	7
Prof. development activities	1.81	3.12	1.34	2.14	4
Facilities and equipment	2.58	3.47	2.14	2.77	3

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67. Rating scale ranges from 1 = No involvement to 5 = High level of involvement.

TABLE II.5

INFLUENCE OF STATE EDUCATIONAL AGENCY ON ESTABLISHING CURRICULUM AND DETERMINING INSTRUCTIONAL APPROACHES, BY TYPE OF INSTITUTION

(Entries are influence rating scale means; rank order in parentheses)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Establishing curriculum[a]	2.36 (6/11)	1.93 (5/11)	2.62 (8/11)	2.27 (5/11)
Determining instructional approaches[a]	3.06 (7/9)	2.54 (7/9)	3.25 (7/9)	2.93 (7/9)
Establishing curriculum[b]	2.76 (7/11)	2.08 (5/11)	2.85 (7/11)	2.60 (6/11)
Determining instructional approaches[b]	3.25 (7/9)	2.65 (7/9)	3.43 (7/9)	3.12 (7/9)

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson surveys. Sample sizes are 377 and 605. Sample sizes for community and junior colleges are 191 and 326; technical institutes--117 and 162; and colleges and universities--67 and 117. Influence rating scale ranges from 1 = A great deal to 4 = None.

[a] Data from administrator survey.
[b] Data from chairperson survey.

TABLE II.6

ARTICULATION AGREEMENTS WITH SECONDARY SCHOOLS, BY TYPE OF INSTITUTION

Agreement	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Secondary students attend courses	77.42%	58.93%	62.50%	69.06%
2+2/tech prep	28.57%	15.32%	6.35%	20.51%
Postsecondary students take courses at secondary school and receive credit	22.04%	13.27%	20.31%	19.01%
Students may receive postsecondary credit for prior courses in secondary school	55.80%	61.82%	37.10%	54.39%
Co-located with secondary	29.73%	26.13%	18.33%	26.69%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institute--117; and colleges and universities--67.

TABLE II.7

PRIORITY PLACED ON ESTABLISHING LINKAGES WITH SECONDARY SCHOOLS, BY TYPE OF INSTITUTION

(Entries are mean rank orders; rank order of means in parentheses)

Organization	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Secondary schools	2.74 (2/9)	3.24 (2/9)	2.75 (2/9)	2.91 (2/9)

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institute--117; and colleges and universities--67.

TABLE II.8

BUSINESS, INDUSTRY, AND LABOR MEMBERSHIP ON INSTITUTIONAL BOARD OF TRUSTEES, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean number of business representatives	4.6	5.1	7.6	5.3
As a percentage of total membership	47.9%	56.7%	45.2%	50.0%
Mean number of labor representatives	0.5	0.7	0.4	0.5
As a percentage of total membership	5.2%	7.8%	2.4%	4.7%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE II.9

BUSINESS, INDUSTRY, AND LABOR MEMBERSHIP ON PROGRAM ADVISORY COMMITTEES, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Percentage of occupational programs with advisory committee	84.95%	94.97%	55.17%	81.82%
Mean number of business/ industry members	9.96	8.94	7.64	9.34
As a percentage of total membership	82.93%	86.38%	73.04%	82.73%
Mean number of organized labor members	0.88	1.16	1.00	0.98
As a percentage of total membership	7.33%	11.21%	9.56%	8.68%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE II.10

PRIORITY PLACED ON ESTABLISHING LINKAGES WITH BUSINESS, INDUSTRY, AND LABOR, BY TYPE OF INSTITUTION

(Entries in mean rank order, rank order of means in parentheses)

Organization	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Business/industry	2.16 (1/9)	1.74 (1/9)	1.96 (1/9)	1.49 (1/9)
Customized training	3.98 (4/9)	3.68 (3/9)	4.58 (5/9)	3.97 (3/9)
Organized labor	6.39 (7/9)	6.17 (7/9)	6.56 (9/9)	6.35 (7/9)

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE II.11

INSTRUCTOR CONTACT WITH EMPLOYERS, BY TYPE OF INSTITUTION

(Entries are mean number of contacts over past 3 years)

Purpose of Contact	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Follow-up with employers about former students	1.23	1.76	1.02	1.34
Contacted employers to develop co-op learning sites	0.92	0.91	0.79	0.90

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE II.12

INFLUENCE OF BUSINESS, INDUSTRY, AND LABOR ON VARIOUS ASPECTS OF PROGRAMS, BY TYPE OF INSTITUTION

(Entries are influence rating scale means)

Aspect	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities		
Determining curriculum goals	3.27	3.50	2.83	3.25	3
Determining curriculum content	3.14	3.35	2.64	3.10	4
Assessing relevance of curriculum	3.33	3.60	2.77	3.30	1
Recommending programs to be offered	3.09	3.27	2.46	3.02	5
Providing learning or training sites	2.55	2.53	2.19	2.47	6
Identifying program changes needed due to technology	3.34	3.51	2.82	3.28	2
Providing equip/supplies	2.09	2.22	2.07	2.12	7
Affirmative action concerns	1.86	2.04	1.56	1.85	8

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228. Influence rating scale ranges from 1 = Very little to 5 = Considerable.

TABLE II.13

INFLUENCE OF BUSINESS AND INDUSTRY ON ESTABLISHING CURRICULUM AND DETERMINING INSTRUCTIONAL APPROACHES, BY TYPE OF INSTITUTION

(Entries are influence rating scale means; rank order in parentheses)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Insti- tutes	Colleges and Universities	
Establishing curriculum[a]	1.87 (3/11)	1.41 (2/11)	2.40 (5/11)	1.82 (3/11)
Determining instructional approaches[a]	2.47 (5/9)	2.02 (4/9)	2.89 (5/9)	2.41 (5/9)
Establishing curriculum[b]	1.80 (2/11)	1.76 (2/11)	2.40 (3/11)	1.90 (2/11)
Determining instructional approaches[b]	2.64 (5/9)	2.38 (5/9)	3.11 (5/9)	2.67 (5/9)

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson surveys. Completed sample sizes are 377 and 605. Sample sizes for community and junior colleges are 191 and 326; technical institutes--117 and 162; and colleges and universities--67 and 117. Influence rating scale ranges from 1 - A great deal to 4 - None.

[a] Data from administrator survey.
[b] Data from chairperson survey.

TABLE II.14

JTPA SERVICE PROVISION, BY TYPE OF INSTITUTION

Resources Provided	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Facilities provided only	4.89%	8.04%	1.79%	5.40%
Instructors provided only	1.09	0.89	3.57	1.42
Both facilities and instructors	75.54	83.93	37.50	72.16
Neither	18.48	7.14	57.14	21.02
Institution formally represented on PIC	66.49%	71.93%	28.81%	62.01%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE II.15

ENROLLMENT OF JTPA CLIENTS IN OCCUPATIONAL PROGRAMS, BY TYPE OF INSTITUTION

Enrollment Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Share of students in program area that are JTPA clients as identified by chairpersons[a]	4.24%	11.73%	1.17%	5.65%
Share of students in occupational classes that are JTPA clients as identified by instructor[b]	5.33%	13.19%	1.74%	6.84%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson and instructor surveys. Completed sample sizes are 605 and 1,239. Sample sizes for community and junior colleges are 326 and 665; technical institutes--162 and 344; and colleges and universities--117 and 228.

[a] Data from chairperson survey.

[b] Data from instructor survey.

TABLE II.16

PRIORITY PLACED ON ESTABLISHING LINKAGES WITH JTPA, BY TYPE OF INSTITUTION

(Entries are mean rank ordering; rank order of means in parentheses)

Organization	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
JTPA	4.60 (5/9)	4.38 (4/9)	5.68 (7/9)	4.72 (6/9)

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67.

TABLE II.17

INFLUENCE OF JTPA/PIC ON ESTABLISHING CURRICULUM AND DETERMINING INSTRUCTIONAL APPROACHES, BY TYPE OF INSTITUTION

(Entries are influence rating scale means; rank order in parentheses)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Establishing curriculum[a]	2.85 (9/11)	2.88 (9/11)	3.41 (9/11)	2.95 (9/11)
Determining instructional approaches[a]	3.18 (8/9)	3.23 (8/9)	3.60 (8/9)	3.27 (8/9)
Establishing curriculum[b]	3.54 (9/11)	3.27 (9/11)	3.79 (10/11)	3.54 (9/11)
Determining instructional approaches[b]	3.62 (8/9)	3.47 (8/9)	3.86 (9/9)	3.62 (8/9)

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson surveys. Completed sample sizes are 377 and 605. Sample sizes for community and junior colleges are 191 and 326; technical institutes--117 and 162; and colleges and universities--67 and 117. Influence rating scale ranges from 1 = A great deal for 4 = None.

[a] Data from administrator survey.
[b] Data from chairperson survey.

III. OCCUPATIONAL PROGRAMS AND INSTRUCTION

TABLE III.1

PROGRAM RESOURCE CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean enrollment in program (FTEs)	159.84	85.80	136.27	134.69
Mean instructional staff (FTEs)	8.36	5.92	7.23	7.49
Mean number of permanent, full-time instructors	4.67	4.60	5.26	4.76
Mean program budget	$155,744	$90,616	$143,702	$135,976
Mean Perkins funding	$4,999	$4,495	$2,915	$4,460
Mean JTPA funding	$2,001	$2,732	$ 0	$1,811

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.2

PROGRAM CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Type of degree awarded by program--				
Vocational certificate	7.79%	60.49%	4.31%	21.37%
Associate's degree	51.09	20.37	41.38	40.90
Both vocational certificate and associate degree	38.94	3.70	9.48	23.71
Other	2.18	13.58	44.82	13.53
Mean number of courses comprising program--				
Quarter system	23.38	21.32	28.23	23.43
Semester system	18.35	13.52	22.14	18.87
Mean number of students awarded degree/certificate in 1985-86	29.40	25.32	29.24	28.27

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.3

PROGRAM GOALS,
BY TYPE OF INSTITUTION

(Entries are percentage of instructors who ranked goal as highest priority for program area)

Goal	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Place students in training-related jobs	32.24%	42.17%	30.09%	34.62%	2
Provide competencies needed to secure jobs	47.20	47.32	44.70	46.78	1
Place students, regardless of training-relatedness	2.51	2.15	2.31	2.37	8
Enhance career awareness	7.34	7.25	8.76	7.58	6
Provide opportunities for career exploration	16.67	21.88	16.13	18.01	3
Help students develop work ethic	12.44	15.52	14.75	13.72	4
Reinforce basic academic skills	8.58	7.55	9.26	8.42	5
Promote access/equity	5.70	6.75	3.26	5.54	7

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institues--344; and colleges and universities--228.

TABLE III.4

PERSONAL CHARACTERISTICS OF CHAIRPERSONS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean age	47.69	47.27	48.91	47.82
Gender--				
Females	28.53%	28.30%	20.87%	26.98%
Males	71.47	71.70	79.13	73.02
Ethnicity--				
Black	3.14%	5.70%	4.35%	4.06%
White	91.82	93.04	93.91	92.55
Other	5.04	1.26	1.74	3.39
Highest degree--				
Doctorate	16.39%	6.56%	47.79%	20.79%
Master's	67.56	56.56	41.59	59.55
Bachelor's	13.04	30.33	8.85	16.10
Associate	3.01	6.56	1.77	3.56
Mean salary	$48,358	$25,867	$30,024	$38,864
Mean tenure (months)	130.95	124.75	115.73	126.26

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.5

TRAINING CHARACTERISTICS OF CHAIRPERSONS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Highest degree--				
Doctorate	16.39%	6.56%	47.79%	20.79%
Master's	67.56	56.56	41.59	59.55
Bachelor's	13.04	30.33	8.85	16.10
Associate	3.01	6.56	1.77	3.56
Special training in--				
Teaching the handicapped	25.08%	37.50%	16.52%	26.63%
Working with LEP students	7.67%	10.88%	7.83%	8.52%
Teaching dropout prone students	28.03%	37.58%	14.78%	27.85%
Working with students in nontraditional programs	28.53%	35.17%	20.00%	28.50%
Teaching basic skills (reading, math)	54.89%	64.86%	46.09%	55.69%
Addressing needs of single parents	14.65%	25.17%	6.96%	15.80%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

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TABLE III.6

INSTRUCTIONAL RESPONSIBILITIES OF CHAIRPERSONS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean number of courses taught during academic year--				
Quarter system	8.90	8.47	8.96	8.77
Semester system	6.14	4.65	5.88	5.94
Mean class size	20.22	17.50	21.69	19.84

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.7

TIME SPENT BY CHAIRPERSONS ON JOB DUTIES OTHER THAN INSTRUCTION, BY TYPE OF INSTITUTION

(Entries are mean hours/week)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Office hours	9.34	6.85	10.86	8.98
Administrative paperwork	8.02	5.66	8.06	7.42
Class preparation	6.54	4.90	8.02	6.42
Student counseling for personal problems	2.90	2.82	3.30	2.98
Student counseling for career concerns	3.34	2.62	3.78	3.22
Tutoring/working with special needs students	2.35	2.08	2.05	2.23
Contacting employers	1.48	2.20	1.25	1.63
Undertaking research	1.23	1.80	1.55	1.45
Extracurricular activities	1.23	0.93	1.13	1.13
Work self-employed	1.20	1.40	0.93	1.20
Working for pay outside institution	0.38	0.68	0.90	0.55
Background reading in subject	4.14	4.18	4.22	4.18
Other background reading	2.30	2.48	2.62	2.40
Develop instructional activities or materials	1.73	1.85	1.48	1.70
Additional professional training	1.90	2.30	1.70	1.95
Totals	48.08	42.75	51.85	47.44

NOTE: Data from Postsecondary Occupational Education Delivery: A Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.8

PROGRAM ADVISORY BOARD CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti- tutes	Colleges and Universities	
Share of programs with advisory board	84.95%	94.97%	55.17%	81.82%
Mean membership (if there is a board)	12.01	10.35	10.46	11.29
Meeting frequency--				
Once/month	1.50%	0.68%	0.00%	1.05%
Not as often as once/ month but on regular basis	41.35	52.70	39.68	44.65.
Once/year	43.98	37.16	41.27	41.51
Only as needed	13.16	9.46	19.05	12.79
Mean members from business, industry	9.96	8.94	7.64	9.34
Mean organized labor members	0.88	1.16	1.00	0.98

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Complete sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.9

IMPORTANCE OF PROGRAM ADVISORY COMMITTEE AS SOURCE OF INFORMATION FOR CURRICULUM, BY TYPE OF INSTITUTION

Importance Indicator	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Mean importance rating of advisory committee as source of information for curriculum development[a]	3.69	3.86	3.02	3.61	1[b]
Share of instructors who report working with an advisory committee in course preparation or curriculum development	50.80%	64.48%	43.11%	53.43%	--NA--

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

[a] Importance rating ranges from 1 = None to 5 = A great deal.

[b] Other sources of information ranked lower were employer surveys, state's vocational education plan, state occupational information coordinating committee, and Employment Service.

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TABLE III.10

INSTRUCTOR CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean age	45.18	44.89	45.68	45.19
Gender--				
Females	36.95%	28.65%	31.28%	33.60%
Males	63.05	71.35	68.72	66.40
Ethnicity--				
Black	4.38%	4.73%	5.38%	4.66%
White	90.03	91.72	91.48	90.76
Native American	0.30	0.00	0.90	0.33
Asian	2.11	0.59	1.79	1.64
Hispanic	2.27	1.18	0.00	1.55
Other	0.19	1.78	0.45	1.06
Highest level of education--				
High school	1.51%	6.19%	0.88%	2.69%
Some college	6.49	20.94	3.08	9.85
Associate's	9.80	9.14	2.64	8.30
Bachelor's	6.49	15.04	3.08	8.22
Some graduate	14.78	19.47	7.49	14.73
Master's	17.19	12.09	22.91	16.84
Master's plus	36.95	15.63	33.92	30.51
Doctorate	6.79	1.47	25.99	8.87
Mean length in current job (months)	110.66	102.35	103.73	106.96
Mean salary	$32,458	$28,365	$26,576	$30,200

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE III.11

TRAINING CHARACTERISTICS OF INSTRUCTORS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Highest level of education--				
High school	1.51%	6.19%	0.88%	2.69%
Some college	6.49	20.94	3.08	9.85
Associate's	9.80	9.14	2.64	8.30
Bachelor's	6.49	15.04	3.08	8.22
Some graduate	14.78	19.47	7.49	14.73
Master's	17.19	12.09	22.91	16.84
Master's plus	36.95	15.63	33.92	30.51
Doctorate	6.79	1.47	25.99	8.87
Mean number of courses taken in subject area--				
Undergraduate	3.81	3.56	3.54	3.69
Graduate	3.12	2.50	3.18	2.98
Special training in--				
Teaching the handicapped	35.37%	37.76%	19.47%	33.09%
Working with LEP students	13.34%	13.65%	11.06%	13.00%
Teaching disadvantaged or at-risk students	32.93%	40.65%	27.43%	34.04%
Working with students in programs nontraditional for their sex	32.06%	41.25%	28.25%	33.91%
Teaching basic academic skills (reading, etc.)	70.99%	79.30%	67.11%	72.61%
Addressing needs of single parents	22.31%	25.30%	16.07%	21.98%
Addressing needs of older students	40.55%	46.04%	36.61%	41.36%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE III.12

INSTRUCTIONAL RESPONSIBILITIES OF FACULTY, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Mean number of courses taught during 1986-87-- Quarter system	8.85	6.41	8.19	7.78
Semester system	6.38	4.34	6.43	6.18
Mean contact hours per week	17.05	22.69	14.48	18.15
Mean class size	19.30	17.18	20.36	18.90
Percentage of instructors who taught in different departments in last 2 years	22.78%	20.88%	26.99%	23.03%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE III.13

TIME SPENT BY INSTRUCTORS ON JOB DUTIES OTHER THAN INSTRUCTION, BY TYPE OF INSTITUTION

(Entries are mean hours/week)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Office hours	6.22	3.62	6.58	5.58
Administrative paperwork	3.22	3.26	3.10	3.18
Class preparation	8.06	6.14	9.14	7.74
Student counseling for personal problems	2.43	2.10	2.45	2.35
Student counseling for career concerns	2.66	2.13	2.58	2.45
Tutoring/working with special needs' students	2.74	2.45	2.43	2.62
Contacting employers	1.30	1.78	0.93	1.35
Undertaking research	1.70	2.08	2.05	1.88
Extracurricular activities	1.28	1.10	1.48	1.25
Work-self-employed	1.93	2.05	1.80	1.93
Working for pay outside institution	1.70	1.65	1.35	1.63
Background reading in subject	4.54	4.38	4.50	4.50
Other background reading	1.98	1.95	1.93	1.95
Develop instructional activities or materials	1.83	1.90	1.33	1.78
Additional professional training	2.73	2.43	1.93	2.23
Totals	44.32	39.02	43.58	42.42

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Complete sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE III.14

DETERMINANTS OF FACULTY SALARIES, BY TYPE OF INSTITUTION AND RESPONDENT

(Entries are rankings of factor in terms of influence)

Factor	Institution Type								
	Community and Junior Colleges			Technical Institutes			Colleges and Universities		
	Admin[a]	Chair[b]	Faculty[c]	Admin[a]	Chair[b]	Faculty[c]	Admin[a]	Chair[b]	Faculty[c]
Quality of teaching	6	6	6	4	5	5	3	3	4
Professional activities	7	7	7	7	7	7	4	4	5
Community service	8	8	8	9	8	9	7	7	8
Collective bargaining agreement	5	5	5	5	4	4	10	10	9
Employer interaction	9	9	9	8	9	8	9	9	10
Years at institution	2	3	3	1	2	3	5	4	3
Full-time or part-time status	1	1	1	3	2	2	2	2	2
Number of courses	4	4	4	6	6	6	8	6	6
Educational level	3	2	2	2	1	1	1	1	1
Research activities	10	10	10	10	10	10	6	8	7

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator, chairperson, and instructor surveys. Completed sample sizes are 377, 605, and 1,239. Sample sizes for community and junior colleges are 191, 326, and 665; technical institutes--117, 162, and 344; and colleges and universities--67, 117, and 228.

[a] Data from administrator survey.
[b] Data from chairperson survey.
[c] Data from instructor survey.

TABLE III.15

PART-TIME FACULTY ISSUES, BY TYPE OF INSTITUTION

Issue	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean number of part-time instructional staff per department[b]--				
Permanent, part-time	2.63	1.22	0.92	1.92
Temporary, part-time	5.24	1.89	3.26	3.96
Total, part-time	7.87	3.11	4.18	5.88
As a percentage of total staff	58.04%	38.54%	43.41%	51.90%
Mean influence rating[d] of part-time or full-time status on faculty salaries (ranking in parentheses) as reported by--				
Administrators[a]	1.41 (1/10)	1.64 (3/10)	1.61 (2/10)	1.52 (1/10)
Chairpersons[b]	1.34 (1/10)	1.94 (2/10)	1.69 (2/10)	1.57 (1/10)
Faculty[c]	1.59 (1/10)	1.86 (2/10)	1.80 (2/10)	1.70 (1/10)
Percentage of respondents that feel part-time instructors constrain effective instruction--				
Administrators[a]	11.64%	22.12%	20.00%	16.35%
Chairpersons[b]	28.86%	20.65%	29.66%	26.95%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator, chairperson, and instructor surveys. Completed sample sizes are 377, 605, and 1,239. Sample sizes for community and junior colleges are 191, 328, and 665; technical institutes--117, 167, and 344; and colleges and universities--67, 117, and 278.

[a] Data from administrator survey.

[b] Data from chairperson survey.

[c] Data from instructor survey.

[d] Influence rating scale ranges from 1 - A great deal to 4 - None.

TABLE III.16

COLLECTIVE BARGAINING AGREEMENT AND TENURE SYSTEM CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Full-time instructional staff under collective bargaining[a]	46.70%	41.23%	16.67%	39.56%
Instructors covered by collective bargaining[c]	43.58%	37.83%	19.25%	37.33%
Mean influence rating[d] of collective bargaining on faculty salaries (ranking in parenthesis) as reported by--				
Administrators[a]	2.61 (5/10)	2.83 (5/10)	3.44 (10/10)	2.83 (6/10)
Chairpersons[b]	2.48 (5/10)	2.77 (4/10)	3.49 (10/10)	2.76 (6/10)
Faculty[c]	2.60 (5/10)	2.93 (4/10)	3.26 (9/10)	2.82 (5/10)
Full-time teaching staff under tenure system[a]	59.63%	58.63%	71.07%	61.30%
Teaching staff with tenure[a]	49.33%	48.86%	43.90%	48.00%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator, chairperson, and instructor surveys. Completed sample sizes are 377, 605, and 1,239. Sample sizes for community and junior colleges are 191, 326, and 665; technical institutes--117, 162, and 344; and colleges and universities--67, 117, and 228.

[a] Data from administrator survey.
[b] Data from chairperson survey.
[c] Data from instructor survey.
[d] Influence rating ranges from 1 = A great deal to 4 = None.

TABLE III.17

FACULTY PROFESSIONAL DEVELOPMENT REQUIREMENTS AND BUDGETS, BY INSTITUTION TYPE

Issue	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Programs with professional development requirement for faculty[a]	30.31%	54.19%	24.56%	35.48%
Mean professional development budget[a]	$975	$2,339	$3,108	$1,809
Instructor agreement with the statement that staff have many opportunities for in-service training[b]	53.20%	66.96%	46.49%	55.85%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson and instructor surveys. Completed sample sizes are 605 and 1,239. Sample sizes for community and junior colleges are 326 and 665; technical institutes--162 and 344; and colleges and universities--117 and 228.

[a] Data from chairperson survey.
[b] Data from instructor survey.

TABLE III.18

INVOLVEMENT OF INSTRUCTIONAL STAFF IN INSTITUTIONAL DECISION MAKING, BY TYPE OF INSTITUTION

(Entries are rating scale means)

Decision/Action	Institution Type			Total	Rank
	Comunity and Junior Colleges	Technical Institutes	Colleges and Universities		
Searches for administrative staff	3.36	2.35	3.14	3.02	9
Institution's calendar	3.35	3.16	3.24	3.27	8
Promotion/retention of faculty	3.92	2.75	4.55	3.68	7
Institution's mission	3.93	3.84	4.03	3.92	5
Budget	3.94	3.55	3.76	3.79	6
Instructor evaluation	4.24	3.20	4.42	3.95	4
Administrator evaluation	2.72	2.31	2.77	2.61	10
Grading standards	4.73	4.32	4.76	4.61	1
Professional development activities	4.41	4.12	4.40	4.32	2
Facilities and equipment	4.15	4.13	4.02	4.11	3

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Sample size is 377. Number of community and junior college respondents is 191; technical institutes--117; and colleges and universities--67. Rating scale ranges from 1 = No involvement to 5 = High level of involvement.

TABLE III.19

CURRICULUM CONTENT OF PROGRAMS, BY TYPE OF INSTITUTION

(Entries are percentage of the respondent's program that addresses the content area)

Content Area	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Specific occupational skills	56.49%	68.92%	47.37%	58.05%
General/transferable skills	20.99	17.64	20.02	19.91
Basic academic skills	19.63	16.93	21.02	19.18
Employability skills	8.01	10.62	5.22	8.17

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.20

INFLUENCE OF VARIOUS PEOPLE OR ORGANIZATIONS ON ESTABLISHING CURRICULUM, BY TYPE OF INSTITUTION AND RESPONDENT

(Entries are rankings of influence)

People/Organizations	Institution Type						Total	
	Community and Junior Colleges		Technical Institutes		Colleges and Universities			
	Admin[a]	Chair[b]	Admin[a]	Chair[b]	Admin[a]	Chair[b]	Admin[a]	Chair[b]
Chief administrative officer	2	3	3	3	2	2	2	3
Department's staff	1	1	1	1	1	1	1	1
Other departments' staff	5	8	7	8	3	8	6	8
Parents	11	11	10	11	9	9	11	11
Students	8	6	8	7	6	5	8	7
Institution's advisory board	4	4	4	4	3	6	4	4
Faculty union/association	10	10	11	10	11	11	10	10
Business and industry	3	2	2	2	5	3	3	2
JTPA/PIC	9	9	9	9	9	10	9	9
State educational agencies	6	7	5	5	8	7	5	6
Former students	7	5	6	6	7	4	7	5

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson surveys. Sample sizes are 377 and 605. Number of community and junior college respondents are 191 and 306; technical institutes--117 and 162; and colleges and universities--67 and 117.

[a] Data from administrator survey.
[b] Data from chairpersons on survey.

TABLE III.21

SOURCES OF INFORMATION FOR CURRICULUM DEVELOPMENT, BY TYPE OF INSTITUTION

Source	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Mean importance rating[a] for sources of information for curriculum development--					
State's vocational education plan	2.76	3.57	2.15	2.87	3
State occupational information coordinating committee	2.29	2.67	1.80	2.30	4
Employment service	2.09	2.27	1.63	2.06	5
Advisory committee	3.69	3.86	3.02	3.61	1
Surveys of employers	3.50	3.68	2.97	3.45	2
Share of instructors that would use following resources to update program--					
State instructional materials lab	48.74%	59.45%	37.85%	49.74%	6
Curriculum coordination center	54.55%	56.13%	41.31%	52.57%	5
Educational publishers	64.81%	65.33%	61.03%	64.26%	3
Commercial publishers	91.32%	90.96%	94.47%	91.79%	2
R&D agencies	57.75%	58.82%	61.68%	58.77%	4
Local materials	90.88%	94.91%	90.74%	91.98%	1

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

[a] Importance rating scale ranges from 1 = None to 5 = A great deal.

TABLE III.22

INVOLVEMENT OF PLACEMENT OFFICE IN CURRICULUM DECISION-MAKING, BY TYPE OF INSTITUTION

Involvement	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Institutions in which placement office gets involved in curricular decision making--				
Never happens	16.67%	13.89%	26.76%	17.87%
Occurred on a few occasions	32.14	33.33	36.62	33.43
Occurred several times	27.38	23.15	18.31	24.21
Occurs regularly	23.81	29.63	18.31	24.50

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110; and colleges and universities--73.

TABLE III.23

INSTRUCTIONAL CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean importance rating[a] of grading criteria--				
Absolute level of achievement	3.35	3.40	3.49	3.39
Relative achievement	2.52	2.48	2.65	2.53
Individual improvement	3.15	3.37	2.87	3.16
Effort	3.27	3.50	2.92	3.26
Class participation	3.04	3.31	2.85	3.08
Mean number of major exams/grading period	3.16	3.33	3.05	3.19
Mean number of quizzes	3.30	4.66	3.20	3.50
Composition of exams--				
Objective	48.05%	40.37%	52.58%	46.70%
Subjective	20.11	15.03	24.35	19.52
Demonstrations	31.30	40.26	22.83	32.24
Mean percentage of students that instructors formally recognize for performance in a typical class during a grading period	17.04%	33.99%	11.09%	21.06%
Percentage of instructors that receive student evaluations	90.30%	74.85%	94.71%	86.82%
Mean rating of usefulness of student evaluations[b]	2.99	3.04	2.90	2.98
Mean number of class periods missed in past 12 months	1.90	2.18	2.70	2.12

NOTE; Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

[a] Importance rating scale ranges from 1 = Not important to 4 = Very important.
[b] Usefulness rating scale ranges from 1 = Not useful to 4 = Very useful.

TABLE III.24

ASSIGNMENTS AND CLASS TIME USAGE CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Mean number of writing assignments during grading period	2.54	1.94	3.02	2.46
Typical number of hours/ week spent on basic--				
Reading skills	0.82	1.06	0.62	0.84
Math skills	1.11	1.65	0.90	1.21
Class time spent on--				
Maintenance activities	7.79%	9.98%	5.44%	7.96%
Instruction	52.59	37.55	64.14	50.59
Student practice	39.38	51.78	30.04	41.06

NOTE; Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE III.25

INFLUENCE OF VARIOUS PEOPLE OR ORGANIZATIONS ON INSTRUCTIONAL METHOD, BY TYPE OF INSTITUTION AND RESPONDENT

(Entries are rankings of influence)

People/Organization	Institution Type							
	Community and Junior Colleges		Technical Institutes		Colleges and Universities		Total	
	Admin[a]	Chair[b]	Admin[a]	Chair[b]	Admin[a]	Chair[b]	Admin[a]	Chair[b]
Chief administrative officer	3	4	2	3	3	4	3	4
Department chair	2	2	3	2	2	2	2	2
Instructors	1	1	1	1	1	1	1	1
Students	4	3	6	4	4	3	4	3
Advisory board	6	6	5	6	6	6	6	6
Faculty union/association	9	9	9	9	9	8	9	9
Business and industry	5	5	4	5	5	5	5	5
JTPA/PIC	8	8	8	8	8	9	8	8
State agencies	7	7	7	7	7	7	7	7

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator and chairperson survey. Completed sample sizes are 377 and 605. Sample sizes for community and junior colleges are 191 and 326; technical institutes--117 and 162; and colleges and universities--67 and 117.

[a] Data from administrator survey.
[b] Data from chairperson survey.

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TABLE III.26

AVAILABILITY OF DEVELOPMENTAL EDUCATION, BY TYPE OF INSTITUTION

Type of Developmental Class	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Share of institutions that offer--				
Developmental reading	91.56%	81.82%	83.78%	87.46%
Developmental math	92.92%	85.20%	86.94%	89.69%
Pre-tech courses	47.00%	48.77%	44.39%	47.02%
Individualized counseling	79.02%	74.55%	78.54%	77.68%
Special tutoring	88.17%	67.27%	86.04%	82.04%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE III.27

ENROLLMENT IN DEVELOPMENTAL EDUCATION CLASSES, BY TYPE OF INSTITUTION

(Entries are percentage of students that ever enroll)

Course	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Developmental course in reading	14.12%	11.15%	13.42%	13.19%
Developmental course in math	14.74%	17.04%	17.82%	15.95%
Pre-tech course	3.75%	5.14%	3.52%	4.08%
Individualized counseling/ follow-through	15.76%	15.22%	14.34%	15.34%
Specialized tutorial assistance	10.91%	8.80%	13.08%	10.76%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.28

STUDENT REPORTS OF ENROLLMENT IN DEVELOPMENTAL EDUCATION CLASSES, BY TYPE OF INSTITUTION

(Entries are percentages of students that ever enroll)

Course	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Developmental English	39.45%	34.50%	44.44%	38.84%
Developmental math	36.50%	44.61%	38.12%	39.27%
A course on how to study	12.48%	11.49%	14.53%	12.55%
Pre-tech course	11.64%	8.71%	17.47%	11.79%
Career awareness course	28.35%	44.64%	23.03%	32.44%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE III.29

COOPERATIVE EDUCATION ENROLLMENT, BY TYPE OF INSTITUTION

(Entries are percentage of students)

Program	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Enrollment in cooperative education programs[a]	4.49%	7.56%	6.46%	5.80%
Participation in internship or cooperative education programs[b]	14.48%	11.39%	12.84%	13.25%
Participation in exploratory work experience programs[c]	15.59%	19.71%	32.75%	20.14%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator, placement director, and student surveys. Completed sample sizes are 377, 367, and 3,330. Sample sizes for community and junior colleges are 191, 175, and 1,733; technical institutes--117, 110, and 1,027; and colleges and universities--67, 73, and 563.

[a] Data from administrator survey. Question referred to "enrollment" in 1986-87 and used term "cooperative occupational program." Base includes both occupational education and transfer students.

[b] Data from student survey. Question referred to "participation" in current grading period and used term "internship or cooperative education program." Respondent sample limited to occupational education students.

[c] Data from placement director survey. Question referred to "participation" at any time while a student in "exploratory work experience program (e.g., cooperative education/work study)." Base includes all students.

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TABLE III.30

COOPERATIVE EDUCATION REQUIREMENTS, BY TYPE OF INSTITUTION

Requirement	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Programs that require internship or co-op as reported by--				
Chairperson[a]	29.37%	21.25%	37.90%	28.48%
Instructor[b]	29.39%	21.01%	33.48%	27.82%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson and instructor surveys. Completed sample sizes are 605 and 1,239. Sample sizes for community and junior colleges are 326 and 665: technical institutes--162 and 344; and colleges and universities--112 and 228.

[a] Data from chairperson survey.
[b] Data from faculty survey.

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TABLE III.31

INSTRUCTOR SUPERVISION OF COOPERATIVE EDUCATION STUDENTS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Instructors that supervise cooperative education for students and number of students--				
No students	70.43%	71.86%	76.44%	71.93%
1 or 2 students per grading period	10.06	11.08	9.78	10.29
3+ students per grading period	19.51	17.07	13.77	17.77

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE III.32

COOPERATIVE EDUCATION CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Average hours/week on-site	21.64	23.81	25.74	22.96
Participants receiving academic credit	41.16%	33.33%	36.67%	38.16%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE III.33

EMPLOYER INVOLVEMENT IN ASSIGNMENT OF GRADES FOR COOPERATIVE EDUCATION STUDENTS, BY TYPE OF INSTITUTION

Involvement	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
None	19.56%	12.12%	35.71%	22.15%
Employers recommend	43.48	36.36	28.57	38.32
Employers assign	7.61	21.21	11.90	11.38
Employers and coordinators jointly determine	29.35	30.30	23.81	28.14

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.34

EXTENT OF INDIVIDUALIZED LEARNING IN THE CURRICULUM, BY TYPE OF INSTITUTION

Extent	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Programs where individualized learning is an integral part of the curriculum[a]	84.06%	91.25%	79.31%	85.07%
Instructors who report that individualized instruction is[b]--				
Not integral to program	18.17	6.57%	24.22%	16.08%
Integral when learning basic concepts	14.96	7.16	11.21	12.12
Integral when practicing skills	34.20	35.52	39.01	35.45
Integral in all aspects	32.67	50.75	25.56	36.36

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson and instructor surveys. Completed sample sizes are 605 and 1,239. Sample sizes for community and junior colleges are 326 and 665; technical institutes--162 and 344; and colleges and universities--117 and 228.

[a] Data from chairperson survey.
[b] Data from instructor survey.

TABLE III.35

CURRENTNESS OF EQUIPMENT AND MATERIALS, BY TYPE OF INSTITUTION

(Entries are percentage of respondents)

Descriptor	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Equipment and materials are--				
Very current	34.70%	41.89%	41.70%	37.97%
Current, but not the latest	44.85	43.36	40.36	43.62
Somewhat dated, not outmoded	16.36	13.27	16.59	15.55
Outmoded	4.09	1.47	1.35	2.86

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE III.36

PERCENTAGE OF OPERATING BUDGETS USED FOR FACILITIES AND EQUIPMENT, BY TYPE OF INSTITUTION

Category	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Equipment	3.24%	5.26%	2.93%	3.93%
Facilities	7.27	7.86	9.78	7.91

NOTE: Data are from the Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement. Complete sample size is 342. Sample size for community and junior colleges is 176; technical institutes--105; and colleges and universities--59.

TABLE III.37

FACILITY AND EQUIPMENT NEEDS AND DONATIONS RECEIVED, BY TYPE OF INSTITUTION

Characteristics	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Mean rank ordering on a 3-point scale of needed facilities--					
Classroom renovation	2.21	2.10	2.00	2.15	4
Larger lab facilities	1.80	1.76	1.89	1.80	2
More modern equipment	1.68	1.77	1.77	1.72	1
Instructional equipment	1.84	1.79	1.78	1.81	3
Demonstration equipment/models	2.29	2.16	2.28	2.25	6
Office space	2.16	2.09	2.40	2.20	5
Office equipment	2.40	2.38	2.18	2.34	7
Value of donated equipment received over last 3 years--					
None	44.69%	36.42%	27.43%	39.13%	NA
$1-5,000	23.47	33.77	29.20	27.30	NA
$5,001-10,000	9.32	11.26	7.96	9.57	NA
$10,001-25,000	8.36	7.95	10.62	8.70	NA
$25,001-50,000	4.50	1.99	11.50	5.22	NA
$50,001-100,000	4.18	3.31	8.85	4.87	NA
$100,000+	5.47	5.30	4.42	5.22	NA

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE III.38

ATTITUDES CONCERNING FACILITIES AND EQUIPMENT, BY TYPE OF INSTITUTION

(Entries are percentage of respondents that agree or strongly agree)

Attitudes	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Outdated facilities restrict curriculum/ instruction--				
Administrators[a]	58.51%	61.40%	62.69%	60.16%
Chairpersons[b]	56.56%	57.96%	58.82%	57.35%
The library facilities at this institution are good.[c]	84.50%	68.93%	80.86%	79.21%
The equipment at this institution is good.[c]	85.87%	87.92%	81.51%	85.56%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator, chairperson and student surveys. Completed sample sizes are 377, 605, and 3,330. Sample sizes for community and junior colleges are 191, 326, and 1,733; technical institutes--117, 162, and 1,027; and colleges and universities--67, 117, and 563.

[a] Data from administrator survey.
[b] Data from chairperson survey.
[c] Data from student survey.

TABLE III.39

INVOLVEMENT OF VARIOUS PEOPLE/ORGANIZATIONS IN FACILITIES AND EQUIPMENT DECISION MAKING, BY TYPE OF INSTITUTION

(Entries are mean involvement rating)

Person/Organization	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Instructors	4.15	4.13	4.02	4.11
Administration	4.70	4.86	4.75	4.76
Board of Trustees	3.48	3.42	3.21	3.41
State educational agency	2.58	3.47	2.14	2.77

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Completed sample size is 377. Sample size for community and junior colleges is 191; technical institutes--117; and colleges and universities--67. Involvement rating scale ranges from 1 = No involvement to 5 = High level of involvement.

TABLE III.40

FREQUENCY AND TYPE OF PROGRAM EVALUATION, BY TYPE OF INSTITUTION

Type/Frequency	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Institutions that evaluate programs internally--				
Once a year	30.48%	68.75%	19.70%	40.27%
Every two years	12.30	6.25	12.12	10.41
Greater than every other year	28.88	6.25	36.36	23.29
Only as needed	28.34	18.75	31.82	26.03
Institutions that evaluate programs externally--				
Once a year	8.70%	26.79%	4.84%	13.69%
Every two years	9.24	12.50	1.61	8.94
Greater than every other year	49.46	48.21	53.23	49.72
Only as needed	32.61	12.50	40.32	27.65

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Completed sample size is 377. Sample size for community and junior colleges is 191; technical institutes--117; and colleges and universities--67.

TABLE III.41

INSTRUCTOR EVALUATIONS, BY TYPE OF INSTITUTION

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean number visits by chairperson/grading period[a]--				
Announced, permanent staff	0.62	0.98	0.52	0.69
temporary staff	0.53	0.36	0.50	0.48
Unannounced, permanent staff	0.89	1.45	0.41	0.94
temporary staff	0.57	0.64	0.32	0.54
Instructors that receive student evaluations[b]	90.30%	74.85%	94.71%	86.82%
Mean rating of usefulness of student evaluations[b,c]	2.99	3.04	2.90	2.98
Mean number of times observed by supervisor during year[b]	1.33	2.09	0.76	1.43

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson and instructor surveys. Completed sample sizes are 605 and 1,239. Sample sizes for community and junior colleges are 326 and 665; technical institutes--162 and 344; and colleges and universities--117 and 278.

[a] Data from chairperson survey.
[b] Data from instructor survey.
[c] Usefulness rating scale ranges from 1 = Not useful to 4 = Very useful.

TABLE III.42

INVOLVEMENT OF VARIOUS PEOPLE/ORGANIZATIONS IN EVALUATION DECISION MAKING, BY TYPE OF INSTITUTION

(Entries are mean influence rating)

Type of Evaluation/ Person or Organization	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Administrator evaluation--				
Instructional staff	2.72	2.31	2.77	2.61
Administration	4.66	4.02	4.68	4.48
Board of trustees	2.62	3.24	2.90	2.85
State educational agency	1.33	2.15	1.17	1.56
Instructor evaluation--				
Instructional staff	4.24	3.20	4.42	3.95
Administration	4.26	4.74	4.20	4.41
Board of trustees	1.54	1.68	1.45	1.57
State educational agency	1.14	1.47	1.05	1.22
Grading standards--				
Instructional staff	4.73	4.32	4.76	4.61
Administration	3.68	4.38	3.68	3.90
Board of trustees	1.80	2.05	1.48	1.82
State educational agency	1.35	1.81	1.33	1.49

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator survey. Completed sample size is 377. Sample size for community and junior colleges is 191; technical institutes--117; and colleges and universities--67. Involvement rating scale ranges from 1 = No involvement to 5 = High level of involvement.

IV. CAREER GUIDANCE/PLACEMENT OFFICE ACTIVITIES

TABLE IV.1

PLACEMENT DIRECTOR CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean years of experience in placement	6.16	6.52	6.94	6.43
Highest education equal to or greater than Master's	77.18%	65.75%	79.45%	74.15%
Degree in guidance/ counseling	53.53%	41.67%	41.67%	47.43%
Prior position--				
Staff member of this office	4.71%	5.56%	13.89%	6.86%
Staff member of institution (non-instructional)	20.59	16.67	22.22	19.71
Instructor	13.53	16.67	13.89	14.57
Staff of another institution	34.71	31.48	26.39	32.00
Business/industry	10.59	15.74	9.72	12.00
Involvement in community economic development activity	57.74%	56.48%	47.89%	55.33%
Mean age	43.63	45.92	43.51	44.26
Gender--				
Female	44.71%	34.58%	56.94%	44.13%
Male	55.29	65.42	43.06	55.87
Ethnicity--				
Black	8.33%	8.41%	8.33%	8.36%
White	86.31	91.59	90.28	88.76
Other	5.37	0.00	1.39	2.88

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110; and colleges and universities--73.

TABLE IV.2

PLACEMENT OFFICE CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Staffing--				
Mean number of full-time professional staff	1.87	2.14	1.62	1.88
Mean number of half-time professional staff	0.45	0.27	0.41	0.39
Mean number of less than half-time staff	0.70	0.59	0.47	0.61
Institutions where student waiting time is--				
No wait	58.90%	57.28%	41.67%	54.73%
A few minutes to one hour	25.15	37.86	30.56	30.18
Greater than one hour	15.96	4.85	27.78	15.08

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110; and colleges and universities--73.

TABLE IV.3

INVOLVEMENT OF PLACEMENT OFFICE STAFF IN VARIOUS ACTIVITIES, BY TYPE OF INSTITUTION

(Entries are involvement scale means)

Activity	Institution Type			Total	Rank
	Community and Junior Colleges	Technical Institutes	Colleges and Universities		
Administrative duties not related to placement	3.17	3.36	3.25	3.24	5
Teaching employability skills	3.11	2.87	3.05	3.02	9
Teaching classes (non-guidance related)	1.97	1.61	1.96	1.87	12
Administering tests	2.74	2.93	2.66	2.79	10
Updating, maintaining records	3.26	3.58	3.37	3.38	4
Individual counseling	3.73	3.79	3.84	3.77	1
Conferring with instructors about placement office	3.39	3.69	3.56	3.52	3
Directing extracurricular activities	2.16	2.24	2.36	2.22	11
Directing career guidance activities	3.11	3.07	3.34	3.15	6
Developing contacts with business	3.48	3.61	3.68	3.56	2
Meeting recruiters from postsecondary schools or military	3.06	3.09	3.18	3.09	7
Working with JTPA	2.96	3.58	2.39	3.03	8

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110; and colleges and universities--73. Involvement scale ranges from 1 - Never to 4 - Routinely.

TABLE IV.4

STUDENT PARTICIPATION IN VARIOUS PLACEMENT ACTIVITIES, BY TYPE OF INSTITUTION

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Exploratory work experience	15.59%	19.71%	32.75%	20.14%
Career day/night	15.39%	22.27%	20.38%	18.50%
Job site tours	11.91%	48.37%	17.46%	23.98%
Visits to other post-secondary institutions	9.20%	7.36%	5.78%	7.77%
Job shadowing	2.45%	6.56%	6.08%	4.35%
Career aptitude/interest tests	26.01%	42.24%	23.01%	30.19%
Individual counseling	43.36%	55.07%	41.51%	46.40%
Group counseling	23.03%	33.34%	20.25%	25.46%
Training in job seeking	27.53%	78.59%	39.40%	45.23%
Training in resume writing	27.63%	70.49%	41.64%	43.04%
Computerized career information resources	16.35%	22.07%	11.27%	16.96%
Noncomputerized career information resources	25.98%	43.72%	31.97%	32.19%
No contact with placement office	33.64%	17.02%	26.32%	27.29%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior college is 175; technical institutes--110; and colleges and universities--73.

TABLE IV.5

NON-ENGLISH LANGUAGE CAREER INFORMATION AVAILABILITY, BY TYPE OF INSTITUTION

Information Available	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Institutions offering career information in a language other than English	17.71%	11.01%	8.22%	13.72%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110; and colleges and universities--73.

TABLE IV.6

IMPORTANCE OF CAREER GUIDANCE/PLACEMENT OFFICE GOALS, BY TYPE OF INSTITUTION

(Entries are rank orders)

Goal	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Help students prepare for additional schooling	4	6	4	4
Help students with personal growth/development	3	3	3	3
Help students plan and prepare for careers	1	2	1	1
Help place students in training-related employment	2	1	2	2
Help students select and schedule courses	5	4	5	5
Help special and at-risk groups of students	6	5	6	6

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110; and colleges and universities--73.

TABLE IV.7

JOB DEVELOPMENT ACTIVITIES, BY TYPE OF INSTITUTION

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Frequency of employer requests for referrals--				
Never	0.59%	0.93%	0.00%	0.57%
One-five/year	5.92	0.00	2.78	3.44
Six to ten/year	7.10	4.63	5.56	6.02
11 to 20/year	14.20	13.89	9.72	13.18
21 to 50/year	11.83	23.15	18.06	16.62
51+/year	60.36	57.41	63.89	60.17
Share of employer requests initiated by institution	40.86%	47.63%	47.99%	43.84%
Institutions that make follow-up contacts with employers	77.06%	89.09%	64.79%	78.35%
Institutions that report job development strategies as being effective--				
Telephone	32.57%	17.27%	23.29%	25.98%
In-person visits	29.14%	11.82%	12.33%	20.39%
Community organizations	54.29%	50.00%	50.68%	52.23%
Cooperative internships	43.43%	41.82%	41.10%	42.46%
Instructor referrals	40.00%	14.55%	32.88%	30.73%
Government agencies	62.29%	46.36%	58.90%	56.70%
Institutions that do not engage in job development	10.86%	1.82%	6.85%	7.26%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110; and colleges and universities--73.

STUDENT CHARACTERISTICS

TABLE V.1

INSTITUTIONAL REPORTS OF STUDENT CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristics	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Gender--				
Female	54.93%	46.16%	52.47%	51.71%
Male	42.24	53.81	47.53	46.82
Ethnicity--				
Native American	2.49%	0.94%	1.00%	1.75%
Asian	2.26	1.05	2.85	1.99
Black	9.61	12.82	8.22	10.35
Hispanic	4.72	1.47	3.44	3.53
White	75.67	81.40	83.02	78.71
Other	1.83	1.37	1.58	1.65
Handicapped	2.64%	5.12%	3.46%	3.57%
LEP	5.81%	1.80%	3.10%	4.09%
Family income--				
>25K	14.90%	9.89%	23.20%	14.99%
15-25K	17.27	21.97	14.19	18.17
10-15K	11.29	20.51	6.64	13.32
<10K	12.07	21.23	10.00	14.60
Single parents	7.73%	14.41%	4.63%	9.26%

NOTE: Data pertain to both occupational education and transfer students. Data from Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement. Completed sample size is 342. Sample size for community and junior colleges is 176; technical institutes--105; and colleges and universities--59.

TABLE V.2

CHAIRPERSON REPORTS OF OCCUPATIONAL EDUCATION STUDENT CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Gender--				
Female	46.35%	46.77%	52.79%	47.73%
Male	53.65	53.23	47.21	52.27
Ethnicity--				
White	69.84%	73.41%	78.51%	72.49%
Black	9.98	11.77	11.61	10.77
Hispanic	8.27	3.14	2.41	5.74
Other	4.94	2.38	3.45	3.97
Handicapped	2.47%	2.89%	2.31%	2.55%
LEP	5.09%	2.40%	3.64%	4.09%
Economic disadvantaged	22.16%	29.02%	16.06%	22.82%
JTPA clients	4.24%	11.73%	1.17%	5.65%
Single parents	12.01%	12.72%	5.82%	11.00%

NOTE: Data from *Postsecondary Occupational Education Delivery: An Examination* project chairperson survey. Completed sample size is 605. Sample size for community and junior colleges is 326; technical institutes--162; and colleges and universities--117.

TABLE V.3

INSTRUCTOR REPORTS OF OCCUPATIONAL EDUCATION STUDENT CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Gender--				
Female	49.61%	42.77%	47.98%	47.53%
Male	49.95	57.17	52.01	52.32
Ethnicity--				
White	75.33%	80.01%	83.33%	78.04%
Black	12.02	15.76	10.12	12.72
Hispanic	7.13	2.43	2.58	5.01
Other	5.18	1.79	3.55	3.96
Handicapped	2.22%	3.53%	2.36%	2.61%
LEP	5.24%	3.60%	5.05%	4.80%
Economic disadvantaged	22.45%	29.28%	15.46%	23.06%
JTPA clients	5.33%	13.19%	1.74%	6.84%
Single parents	14.10%	13.62%	7.32%	12.71%
Students over 24	40.61%	38.14%	22.05%	36.48%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project instructor survey. Completed sample size is 1,239. Sample size for community and junior colleges is 665; technical institutes--344; and colleges and universities--228.

TABLE V.4

SELF-REPORTED STUDENT CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean age	28.21	28.47	24.26	27.63
Gender--				
Female	53.74%	46.37%	54.20%	51.45%
Male	46.26	53.63	45.80	48.46
Ethnicity--				
Black	9.02%	12.14%	8.72%	9.94%
White	79.16	82.37	82.56	80.73
Other	11.81	5.49	8.72	9.34
Marital status--				
Married	33.02%	33.66%	20.99%	31.18%
Never married	53.56	52.00	71.71	56.15
No longer married	13.41	14.34	7.30	12.67
With children, if ever married--				
No children	21.58%	20.25%	41.94%	23.32%
Children	78.42	79.75	58.06	76.68
Living independently	59.98%	60.96%	46.88%	58.06%
Financially independent	66.84%	65.72%	44.84%	62.75%
Handicapped	9.50%	11.20%	8.96%	9.90%
Mean household income	$20,160	$17,360	$23,250	$19,755

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.5

STUDENTS' CURRENT EDUCATIONAL CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean number of prior grading periods attended	3.40	3.18	4.80	3.57
Students considered by institution to be--				
Full-time	73.18%	80.02%	85.48%	77.38%
Part-time	24.65	15.96	13.62	20.10
Uncertain	2.17	3.92	0.90	2.49
Mean credit hours enrolled in now	13.02	17.59	13.80	14.06
Mean credit hours planned for year	30.57	43.82	33.64	33.61
Degree/certificate currently working on--				
Vocational	17.91%	63.69%	5.28%	29.74%
Associate's	65.81	21.85	44.44	48.68
Bachelor's	5.35	0.92	47.54	11.26
Other	3.31	6.56	1.64	4.02
No degree	7.63	6.97	1.09	6.30
Degree/certificate ultimately wanted--				
Vocational	9.54%	43.66%	2.55%	18.60%
Associate's	29.80	15.77	15.52	23.07
Bachelor's/Master's/Ph.D.	47.82	22.97	74.46	45.01
Other	3.62	6.86	3.54	4.58
No degree	9.21	10.74	3.93	8.75
Mean GPA (out of 4.0)	3.37	3.44	3.14	3.35

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.6

CO-CURRICULAR ACTIVITIES OF STUDENTS, BY TYPE OF INSTITUTION

(Entries are percentage of student respondents)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Varsity athletics	6.88%	5.58%	8.92%	6.83%
Other athletics	15.77%	14.74%	22.45%	16.59%
Cheerleading, pep club, majorettes	1.53%	1.25%	3.04%	1.70%
Drama	3.12%	1.78%	4.53%	2.95%
Band, orchestra, chorus, dance	6.74%	6.89%	13.15%	7.87%
Hobby clubs	15.02%	10.80%	19.84%	14.55%
Honorary clubs, societies	14.30%	11.42%	20.19%	14.41%
School newspaper, magazine, yearbook	4.40%	3.47%	6.46%	4.62%
Student government	6.42%	6.49%	9.50%	6.96%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.7

FACTORS THAT INFLUENCED CHOICE OF INSTITUTION, BY TYPE OF INSTITUTION

(Entries are percentage of students who mentioned factor as one of four most important)

Factor	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Prior school guidance counselor	11.77%	10.61%	15.28%	12.01%
Catalog	29.83%	24.83%	30.20%	28.35%
Parents	23.83%	21.23%	34.81%	24.89%
Prior school teacher	9.81%	10.13%	12.26%	10.32%
Location	76.75%	64.95%	75.31%	72.86%
Friend/acquaintance recommendation	39.99%	44.01%	47.60%	42.52%
Reputation for training	42.30%	49.56%	54.88%	46.67%
Reputation for high placement	20.66%	35.05%	21.85%	25.31%
Cost	59.78%	54.92%	43.69%	55.55%
Financial aid	27.47%	26.29%	23.09%	26.36%
Only institution in state with program	11.77%	12.27%	14.92%	12.46%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.8

COLLEGE ADMISSION TEST CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Students that took SAT	43.03%	29.69%	54.68%	40.91%
Mean combined score	868	872	896	876
Students that took ACT	37.60%	28.57%	50.19%	37.01%
Mean score	20.25	20.95	20.85	20.55

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.9

EDUCATIONAL BACKGROUND CHARACTERISTICS OF STUDENTS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Elementary/middle school--				
Public	87.78%	90.47%	80.90%	87.43%
Private-religious	10.81	8.02	16.76	10.97
Private-other	1.40	1.50	2.34	1.59
High school--				
Public	91.44%	93.50%	84.99%	90.96%
Private-religious	6.83	4.57	12.66	7.14
Private-other	1.74	1.93	2.35	1.90
Mean years since high school graduation	9.37	9.23	5.99	8.75
High school curriculum--				
General	49.82%	55.79%	40.04%	49.98%
Academic/college prep	32.67	24.04	46.98	32.46
Vocational	17.50	20.18	12.99	17.55
Mean grade point average in high school (out of 4.0)	2.89	2.77	3.09	2.89
Hours/week spent on homework in high school--				
Zero	5.90%	6.00%	4.63%	5.62%
Less than 3	36.75	36.57	28.30	35.25
3-5	31.04	29.11	29.89	30.25
5+	26.50	38.31	37.19	28.88

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.10

HIGH SCHOOL EXTRACURRICULAR ACTIVITY PARTICIPATION OF STUDENTS, BY TYPE OF INSTITUTION

(Entries are percentage of student respondents that participated in activity)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Varsity athletics	37.74%	31.95%	45.97%	37.43%
Other athletics	40.64%	35.56%	46.41%	40.13%
Cheerleading, pep club	21.72%	19.96%	27.25%	22.15%
Drama	19.98%	16.26%	22.38%	19.29%
Band, orchestra	40.16%	37.36%	42.40%	39.70%
Hobby clubs	38.69%	34.12%	47.57%	38.86%
Honorary clubs	17.72%	15.24%	30.50%	19.23%
School newspaper, magazine, yearbook	22.48%	21.78%	32.26%	23.99%
Student government	21.06%	17.19%	25.96%	20.76%
Vocational club	31.96%	39.95%	33.47%	34.67%
Youth organization in community	50.72%	44.68%	58.86%	50.32%
Junior Achievement	10.02%	7.57%	11.13%	9.48%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.11

PRIOR POSTSECONDARY ATTENDANCE CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti- tutes	Colleges and Universities	
Attended another post-secondary institution	37.72%	34.79%	39.71%	37.16%
Prior institution type, if had attended--				
Community or junior college	25.04%	22.45%	21.76%	23.69%
Technical institute	10.84	20.41	12.50	13.91
College/university	45.45	41.98	51.39	45.53
Other	18.67	15.15	14.35	14.86
Received a degree (if had attended)	26.57%	25.73%	27.65%	26.53%
Type of degree for those that received a prior degree--				
Vocational certificate	31.02%	39.60%	28.33%	33.05%
Associate's	24.60	22.77	50.00	28.45
Bachelor's	26.20	20.79	16.67	22.99
Graduate	6.95	4.95	0.00	5.17
Other	1.60	4.95	0.00	2.30

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.12

MILITARY SERVICE CHARACTERISTICS OF STUDENTS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Students having military service	12.96%	15.85%	8.68%	13.12%
If was in service, mean weeks of--				
Formal school training	15.11	12.62	13.42	13.93
OJT	9.71	10.82	14.02	10.56
If was in service, relevance of training--				
Not related to current education	61.40%	66.21%	56.52%	62.56%
Somewhat related	16.28	15.86	23.91	17.00
Related	9.77	7.59	8.70	8.87
Very related	12.56	10.34	10.87	11.58

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

TABLE V.13

CURRENT EMPLOYMENT CHARACTERISTICS OF STUDENTS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Currently employed	59.87%	47.78%	60.43%	56.23%
If employed-- mean number of months at this job	32.53	32.56	28.13	31.68
Mean hours/week	26.79	27.55	24.05	26.50
Mean hourly wage	$5.97	$5.81	$5.25	$5.79
Relatedness of job to education-- Not at all	37.76%	46.17%	34.53%	39.39%
Somewhat	18.98	15.94	21.02	18.55
Related	14.26	12.42	14.41	13.80
Very related	29.01	25.47	30.03	28.26
Share of employers that accommodate school schedule	83.83%	86.77%	92.62%	86.23%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project student survey. Completed sample size is 3,330. Sample size for community and junior colleges is 1,733; technical institutes--1,027; and colleges and universities--563.

APPENDIX: QUESTIONNAIRES

TABLE V.14

ATTITUDINAL DATA CONCERNING STUDENTS, BY TYPE OF INSTITUTION

(Entries are percentage of respondents that agree or strongly agree)

Opinion	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
	Administrator Data			
Inadequate student preparation in basic skills restricts curriculum	66.67%	80.53%	65.15%	70.65%
Inadequate student preparation in science/math restricts curriculum	61.90%	64.04%	58.46%	61.96%
Student discipline problems restrict instruction	6.32%	19.83%	11.94%	11.53%
Students work and have limited time to study which constrains instruction	45.26%	43.86%	42.19%	44.05%
	Chairperson Data			
Inadequate student preparation in basic skills restricts curriculum	74.19%	74.38%	71.43%	73.71%
Inadequate student preparation in science/math restricts curriculum	57.82%	65.19%	63.25%	60.75%
Student discipline problems restrict instruction	13.66%	28.03%	11.97%	16.99%
Students work and have limited time to study which constrains instruction	53.03%	53.21%	38.98%	50.40%

(continued)

TABLE V.14--continued

Opinion	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
	Instructor Data			
Student use of drugs/ alcohol is well below average	49.84%	51.60%	53.54%	51.03%
Student tardiness/absences are very prevalent	27.53%	32.46%	28.95%	29.19%
Student attitudes/habits are not conducive to learning	16.07%	18.16%	16.30%	16.68%
	Student Data			
Students have a lot of school spirit	54.01%	59.90%	56.79%	56.31%
I had no idea how hard it would be when I entered	48.18%	45.74%	44.74%	46.84%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrator, chairperson, instructor, and student surveys. Completed sample sizes are 377, 605, 1,239, and 3,330. Sample sizes for community and junior colleges are 191, 326, 665, and 1,733; technical institutes--117, 162, 344, and 1,027; and colleges and universities--67, 117, 228, and 563.

TABLE V.15

INFLUENCES OF STUDENTS ON ESTABLISHING CURRICULUM AND DETERMINING INSTRUCTIONAL APPROACHES, BY TYPE OF INSTITUTION

(Entries are influence rating scale means; rank order in parentheses)

Activity	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Establishing curriculum[a]-- Students	2.68 (8/11)	2.61 (8/11)	2.52 (6/11)	2.63 (8/11)
Former students	2.60 (7/11)	2.35 (6/11)	2.55 (7/11)	2.52 (7/11)
Determining instructional approaches[a]-- Students	2.35 (4/9)	2.31 (6/9)	2.28 (4/9)	2.33 (4/9)
Establishing curriculum[b]-- Students	2.71 (6/11)	2.70 (7/11)	2.03 (5/11)	2.69 (7/11)
Former Students	2.54 (5/11)	2.43 (6/11)	2.54 (4/11)	2.51 (5/11)
Determining instructional approaches[b]-- Students	2.33 (3/9)	2.37 (4/9)	2.34 (3/9)	2.34 (3/9)

NOTE: Data from Postsecondary Occupation Education Delivery: An Examination project administrator and chairperson surveys. Completed sample sizes are 377 and 605. Sample sizes for community and junior colleges are 191 and 326; technical institutes--117 and 162; and colleges and universities--67 and 117. Influence rating scale ranges from 1 - A great deal to 4 - None.

[a] Data from administrator survey.
[b] Data from chairperson survey.

TABLE V.16

ENROLLMENTS OF HANDICAPPED STUDENTS, BY TYPE OF INSTITUTION

Respondent and Enrollment Base	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Reported by institution and base is all students[a]	2.64%	5.12%	3.46%	3.57%
Reported by program chairpersons and base is occupational education students[b]	2.47%	2.89%	2.31%	2.55%
Reported by instructors and base is occupational education students[c]	2.22%	3.53%	2.36%	2.61%
Self-reported by occupational education students[d]	9.50%	11.20%	8.96%	9.90%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement, chairperson, instructor, and student surveys. Completed sample sizes are 342, 605, 1,239, and 3,330. Sample sizes for community and junior colleges are 176, 326, 665, and 1,733; technical institutes--105, 162, 344, and 1,027; and colleges and universities--59, 117, 228, and 563.

[a] Data from administrative official survey supplement.
[b] Data from chairperson survey.
[c] Data from instructor survey.
[d] Data from student survey.

TABLE V.17

HANDICAPPED STUDENT CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Type of handicap-- Physical	32.31%	29.09%	44.92%	33.73%
Learning disabled	17.17	35.17	18.15	22.80
Both physical and learning disabled	6.20	6.86	2.75	5.87
Emotionally/socially impaired	6.71	10.26	1.93	6.96
Enrolled in developmental education	32.02%	29.64%	21.66%	29.42%
Major programs-- Occupational education	41.07%	82.90%	35.15%	53.24%
Transfer/general education	30.49	4.50	26.98	21.73

NOTE: Data are from the Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement. Completed sample size is 342. Sample size for community and junior colleges is 176; technical institutes--105; and colleges and universities--59.

TABLE V.18

ENROLLMENTS OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS, BY TYPE OF INSTITUTION

Respondent and Enrollment Base	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Reported by institution and base is all students[a]	5.81%	1.80%	3.10%	4.09%
Reported by program chairperson and base is occupational education students[b]	5.09%	2.40%	3.64%	4.09%
Reported by instructors and base is occupational education students[c]	5.24%	3.60%	5.05%	4.80%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement, chairperson, and instructor surveys. Completed sample sizes are 342, 605, and 1,239. Sample sizes for community and junior colleges are 176, 326, and 665; technical institutes--105, 162, and 344; and colleges and universities--59, 117, and 228.

[a] Data from administrative official survey supplement.
[b] Data from chairperson survey.
[c] Data from instructor survey.

TABLE V.19

LEP STUDENT CHARACTERISTICS, BY TYPE OF INSTITUTION

Characteristic	Institution Type			Total
	Community and Junior Colleges	Technical Insti-tutes	Colleges and Universities	
Share of LEP students classified with formal test	62.40%	36.36%	77.42%	56.76%
Enrolled in developmental education	43.28%	22.47%	20.42%	32.99%
Major programs--				
Occupational education	33.45%	44.10%	11.90%	33.39%
Transfer/general education	23.49	3.24	19.07	16.37

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement. Completed sample size is 342. Sample size to community and junior colleges is 176; technical institutes--105; and colleges and universities--59.

TABLE V.20

ENROLLMENTS OF SINGLE PARENTS, BY TYPE OF INSTITUTION

Respondent and Enrollment Base	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Reported by institution and base is all students[a]	7.73%	14.41%	4.63%	9.26%
Reported by program chairperson and base is occupational education students[b]	12.01%	12.72%	5.82%	11.00%
Reported by instructors and base is occupational education students[c]	14.10%	13.62%	7.31%	12.71%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement, chairperson, and instructor surveys. Completed sample sizes are 342, 605, and 1,239. Sample sizes for community and junior colleges are 176, 326, and 665; technical institutes--105, 162, and 344; and colleges and universities--59, 117, and 228.

[a] Data from administrative official survey supplement.
[b] Data from chairperson survey.
[c] Data from instructor survey.

TABLE V.21

ENROLLMENTS OF ECONOMICALLY DISADVANTAGED STUDENTS AND JTPA CLIENTS, BY TYPE OF INSTITUTION

Respondent and Enrollment Base	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Economically disadvantaged--				
Reported by program chairpersons and base is occupational education students[a]	22.16%	29.02%	16.06%	22.82%
Reported by instructors and base is occupational education students[b]	22.45%	29.28%	15.46%	23.06%
JTPA clients--				
Reported by program chairpersons and base is occupational education students[a]	4.24%	11.73%	1.17%	5.65%
Reported by instructors and base is occupational education students[b]	5.33%	13.19%	1.74%	6.84%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson and instructor surveys. Completed sample sizes are 605 and 1,239. Sample sizes for community and junior colleges are 326 and 665; technical institutes--162 and 344; and colleges and universities--117 and 228.

[a] Data from chairperson survey.
[b] Data from instructor survey.

TABLE V.22

STAFF TRAINING IN WORKING WITH SPECIAL NEEDS STUDENTS, BY TYPE OF INSTITUTION

(Entries are percentages of staff with such training)

Training	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
	Chairperson Data[a]			
Teaching the handicapped	25.08%	37.50%	16.52%	26.63%
Working with LEP students	7.67%	10.88%	7.83%	8.52%
Teaching dropout-prone students	28.03%	37.58%	14.78%	27.85%
Working with students in programs nontraditional for their gender	28.53%	35.17%	20.00%	28.50%
Addressing needs of single parents	14.65%	25.17%	6.96%	15.80%
	Instructor Data[b]			
Teaching the handicapped	35.37%	37.76%	19.47%	33.09%
Working with LEP students	13.34%	13.65%	11.06%	13.00%
Teaching dropout-prone students	32.93%	40.65%	27.43%	34.04%
Working with students in programs nontraditional for their gender	32.06%	41.25%	28.25%	33.91%
Addressing needs of single parents	22.31%	25.30%	16.07%	21.98%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project chairperson and instructor surveys. Completed sample sizes are 605 and 1,239. Sample sizes for community and junior colleges are 326 and 665; technical institutes--162 and 344; and colleges and universities--117 and 228.

[a] Data from chairperson survey.
[b] Data from instructor survey.

TABLE V.23

CAREER GUIDANCE OFFICE GOALS AND CHARACTERISTICS
PERTAINING TO SPECIAL NEEDS STUDENTS,
BY TYPE OF INSTITUTION

Goals/Characteristics	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Mean rank order of goal of helping special and at-risk groups of students	4.76	4.37	5.02	4.67
Rank (out of 6 possible goals)	(6/6)	(5/6)	(6/6)	(6/6)
Share of institutions offering career information in a language other than English	17.71%	11.01%	8.22%	13.72%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110, and colleges and universities--73.

TABLE V.24

COMPLETION RATES, BY TYPE OF INSTITUTION AND RESPONDENT

Respondent and Completion Measure	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Administrative official[a]--				
Noncompletion rate for all students	39.55%	26.49%	36.97%	35.07%
Chairperson[b]--				
Complete the program in minimal time	39.37%	52.70%	48.63%	44.73%
Complete, but take longer	20.56	13.67	19.56	18.52
Leave at program's initiative	10.23	8.74	10.51	9.88
Leave for other reasons	21.79	19.99	16.20	20.23
Instructors[c]--				
Leave program but not the school	11.67%	6.72%	9.43%	9.87%
Leave program and school	19.13%	21.07%	12.46%	18.43%
Did not intend to complete when started	13.29%	10.38%	5.83%	11.11%
Students that had previously left the institution, but re-enrolled	10.58%	8.89%	7.16%	9.57%
Students[a]--				
Intend to complete current program	97.49%	96.86%	94.95%	94.26%

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project administrative official survey supplement, chairperson, instructor, and student surveys. Completed sample sizes are 342, 605, 1,239, and 3,330. Sample sizes for community and junior colleges are 176, 326, 665, and 1,733; technical institutes--105, 162, 344, and 1,027; and colleges and universities--59, 117, 278, and 563.

[a] Data from administrative official survey supplement.
[b] Data from chairperson survey.
[c] Data from instructor survey.
[d] Data from student survey.

TABLE V.25

STUDENT OUTCOMES, BY COMPLETER STATUS AND BY INSTITUTION TYPE

Outcomes	Institution Type			Total
	Community and Junior Colleges	Technical Institutes	Colleges and Universities	
Enter the military--				
Noncompleters	2.22%	3.95%	4.25%	3.14%
Completers	1.88%	3.55%	3.73%	2.72%
Enroll in a 4-year college or university--				
Noncompleters	9.94%	3.23%	14.11%	8.78%
Completers	25.75%	6.40%	14.99%	17.61%
Enroll in 2-year college or technical school--				
Noncompleters	4.26%	4.98%	4.90%	4.60%
Completers	4.63%	6.65%	1.55%	4.61%
Enter the labor force full-time--				
Noncompleters	30.13%	46.76%	22.96%	33.55%
Completers	46.49%	75.83%	53.05%	56.35%
Other--				
Noncompleters	4.83%	8.95%	4.27%	5.91%
Completers	3.68%	3.86%	4.77%	3.97%
Training-related placement rate				
Less than 10%	1.35%	0.00%	0.00%	0.63%
10-25%	4.05	0.95	0.00	2.22
25-50%	10.81	7.62	11.29	9.84
50-75%	30.41	20.95	27.42	26.67
75-90%	36.49	43.81	45.16	40.63
90-99%	16.22	23.81	14.52	18.41
100%	0.68	2.86	1.61	1.59

NOTE: Data from Postsecondary Occupational Education Delivery: An Examination project placement director survey. Completed sample size is 367. Sample size for community and junior colleges is 175; technical institutes--110; and colleges and universities--73.

ADMINISTRATIVE OFFICIAL

Postsecondary Occupational Education Delivery: An Examination

Conducted by:

The National Center for Research
in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and
Adult Education
U.S. Department of Education

Why we need your help....

Your institution has been selected in a national study of postsecondary occupational education. You have been selected as a representative of your institution to help with that study. Your answers to the questions that follow are very important. They will help provide a basis for describing accurately occupational education as it is offered in postsecondary institutions in this country and should also provide support for future program improvements.

How you can help....

On the pages that follow you will find a number of questions that relate specifically to your community and institution, the kinds of students that attend your institution, and internal and external influences on curriculum and instruction. These questions can be answered quickly by placing an "X" or a check mark "✓" in the "[ ]" next to your answer or by filling in the blank spaces provided. (See the examples shown in the box below.) Please answer all the questions as accurately as possible. Please use a pen to mark your responses.

EXAMPLE 1:

- **Nationally, about what percentage of high school students drop out each year?**
  - **[1] Between 4% and 8%**
  - **[2] Slightly less than 15%**
  - **[☒] About 28%**
  - **[4] Over 50%**

EXAMPLE 2:

- **About what percentage of the students in your institution are:**
  - **(a) Females? 53 %**
  - **(b) Males? 47 %**

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together and (c) return it to the institutional liaison whose name is listed below. Your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national level.

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? ☐ YES ☐ NO

INSTITUTIONAL LIAISON Name: ____________________
Address: ____________________

Name: ____

Title: ____

Institution: ____

Governance Structure

1. What state agencies do you interact with for planning, coordination, program approval, budget requests for state funding, or other governance matters concerning occupational programs?

	Agency Name	None
a) Planning	______________________________	[9]
b) Coordination	______________________________	[9]
c) Program approval	______________________________	[9]
d) Budget approval	______________________________	[9]
e) Other matters:		
1. ________	______________________________	
2. ________	______________________________	

2. a) How many individuals are on your board of trustees or governing board? ____
   b) How many members are elected by the public? ____
   c) How many members are appointed by an elected official(s)? ____
   d) How many members would you characterize as business representatives? ____
   e) How many members would you characterize as labor organization representatives? ____

3. Is Board approval required for any of the following actions--

	Yes	No
a) Discontinuation of a course offering	[1]	[2]
b) Discontinuation of a program	[1]	[2]
c) Establishing a new course offering	[1]	[2]
d) Establishing a new program	[1]	[2]
e) Faculty/staff member services on a community board such as the Private Industry Council	[1]	[2]
f) Application for federal funds under the JTPA or Carl Perkins Act	[1]	[2]
g) Hiring a faculty member	[1]	[2]
h) Dismissing a faculty member	[1]	[2]

4. We are interested in the extent of involvement of various parties within your governance structure in administrative, academic, and financial matters. Using the "administrative involvement" scale below, indicate how active (i) the departments or programs in your institution, (ii) your administration, (iii) your board of trustees, and (iv) your state's governing or coordinating agency are in decision-making concerning--

"Administrative Involvement" Scale

No involvement	Little	Some	Moderate	High level of involvement
1	2	3	4	5

	(i) Dept. or programs	(ii) Administration	(iii) Bd. of Trustees	(iv) State agency
a) Searches for administrative staff	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
b) Institution's calendar	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
c) Promotion/retention of instructional staff	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
d) Institution mission	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
e) Budget process	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
f) Instructor evaluation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
g) Administrator evaluation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
h) Grading standards	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
i) Professional development activities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
j) Facilities and equipment	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Faculty

5. a) Is the full-time teaching staff covered under a collective bargaining agreement(s)? [1] Yes [2] No

b) What percentage of the full-time teaching staff is employed under a tenure track system and what percentage of these instructors have tenure?

i) Percentage under track tenure system _____%

ii) Percentage under tenure track system with tenure _____%

6. On average, how much influence does each of the following factors have on determining faculty salaries?

	A great deal	Somewhat	Only to a minor extent	None (Not app.)
a) Quality of teaching	[1]	[2]	[3]	[4]
b) Professional activities	[1]	[2]	[3]	[4]
c) Service to the community	[1]	[2]	[3]	[4]
d) Collective bargaining agreement	[1]	[2]	[3]	[4]
e) Interactions with employers	[1]	[2]	[3]	[4]
f) Longevity with institution	[1]	[2]	[3]	[4]
g) Full-time or part-time status	[1]	[2]	[3]	[4]
h) Number of courses taught	[1]	[2]	[3]	[4]
i) Level of education	[1]	[2]	[3]	[4]
j) Research activities	[1]	[2]	[3]	[4]

7. What is your institution's experience with faculty/instructor turnover? For those individuals teaching at your institution today, a year from now what percentage would you estimate would--

a) Be teaching at your institution _____%
b) Not be teaching at your institution at the institution's initiative (firing, layoff, nonrenewal, etc.) _____%
c) Not be teaching at your institution at the instructor's initiative? _____%

TOTAL = 100%

Factors Influencing Curriculum and Instruction

8. In your institution, what degree of importance is attached to each of the following goals?

	Very Important	Important	Not too important	Not at all impor-tant
a) Prepare students to be good citizens	[1]	[2]	[3]	[4]
b) Develop basic skills	[1]	[2]	[3]	[4]
c) Develop students' abilities to solve problems and think critically	[1]	[2]	[3]	[4]
d) Prepare students to be competent consumers	[1]	[2]	[3]	[4]
e) Prepare students for further schooling	[1]	[2]	[3]	[4]
f) Provide training for specific occupations	[1]	[2]	[3]	[4]
g) Give students broad, general career preparation	[1]	[2]	[3]	[4]
h) Place students in jobs as they leave school	[1]	[2]	[3]	[4]

9. In your opinion, how much actual influence do the following people or organizations have on (i) establishing or revising the curricula/program (e.g., goals, objectives, content) and (ii) determining instructional approach(es)?

(i) ESTABLISHING OR REVISING THE CURRICULUM

PEOPLE/ORGANIZATIONS	A Great Deal	Some	Only to a Minor Extent	None (Not App.)
a) Chief administrative officer (yourself) or staff	[1]	[2]	[3]	[4]
b) Instructors in department involved	[1]	[2]	[3]	[4]
c) Instructors in other departments	[1]	[2]	[3]	[4]
d) Parents	[1]	[2]	[3]	[4]
e) Students	[1]	[2]	[3]	[4]
f) Institution's advisory or governing board	[1]	[2]	[3]	[4]
g) Faculty unions or associations	[1]	[2]	[3]	[4]
h) Business and industry representatives	[1]	[2]	[3]	[4]
i) JTPA/PIC	[1]	[2]	[3]	[4]
j) State education administrative agencies	[1]	[2]	[3]	[4]
k) Former students	[1]	[2]	[3]	[4]

(ii) DETERMINING INSTRUCTIONAL APPROACHES

PEOPLE/ORGANIZATIONS	A Great Deal	Some	Only to a Minor Extent	None (Not App.)
l) Chief administrative officer (yourself) or staff	[1]	[2]	[3]	[4]
m) Department chair	[1]	[2]	[3]	[4]
n) Instructors	[1]	[2]	[3]	[4]
o) Students	[1]	[2]	[3]	[4]
p) Advisory board or governing board	[1]	[2]	[3]	[4]
q) Faculty unions or associations	[1]	[2]	[3]	[4]
r) Business and industry representatives, e.g., department advisory committee	[1]	[2]	[3]	[4]
s) JTPA/PIC	[1]	[2]	[3]	[4]
t) State administrative agencies	[1]	[2]	[3]	[4]

10. Please indicate your level of agreement with each of the following statements regarding factors that exert influence on curriculum and instruction at your institution. Feel free to comment to qualify or explain a rating. DO NOT FEEL COMPELLED TO COMMENT ON EVERY ITEM.

FACTORS INFLUENCING CURRICULUM AND INSTRUCTION	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a. Inadequate student preparation in basic skills restricts curriculum offerings and instructional delivery **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
b. Use of part-time or adjunct instructional staff constrains effective instruction **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
c. Outdated facilities or equipment restrict curriculum offerings or instructional content **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
d. Resources spent on non-instructional purposes (e.g., security, maintenance) seem excessive and restrict our instructional mission **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
e. Student discipline problems restrict instructional delivery **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
f. Because a high percentage of students work, they have limited time to spend on studying outside of class and this constrains instructional programs **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
g. Collective bargaining/ unionization of faculty restrict curriculum offerings **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
h. Inadequate student preparation in science and mathematics restricts curricula and instruction **COMMENTS:**	[1]	[2]	[3]	[4]	[5]

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
i.	Community, faculty, or student pressures restrict our ability to cancel certain course offerings **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
j.	Inadequate institutional funding restricts curricula and instruction **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
k.	Competition for students from other educational institutions or the military cause us to offer certain programs that we otherwise would not offer **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
l.	Our open-entry policy restricts program offerings **COMMENTS:**	[1]	[2]	[3]	[4]	[5]

11. a) How often are programs evaluated internally within your institution?

    - [1] Once a year
    - [2] Once every two years
    - [3] Greater than every other year
    - [4] Evaluated on as needed basis

    b) How often are programs evaluated externally?

    - [1] Once a year
    - [2] Once every two years
    - [3] Greater than every other year
    - [4] Evaluated on as needed basis

12. Has your institution implemented or considered implementing any of the following policy or procedural changes?

		Yes	No
a)	Consideration of tighter admission requirements	[1]	[2]
b)	Requiring assessment for all incoming students	[1]	[2]
c)	Stiffening grading standards	[1]	[2]
d)	Placing special emphasis on retention of special need students	[1]	[2]
e)	Partial or full merit pay	[1]	[2]
f)	Formal recognition of good teaching	[1]	[2]
g)	Increasing hiring standards for faculty/instuctors	[1]	[2]

Linkages with External Institutions

13. Does your institution provide facilities or instructors for any of the following? **(Check all that apply)**

	Facilities	Instructors	Neither
a) Students studying for the GED	[1]	[2]	[9]
b) Adult classes (not leading to diploma, degree or certificate)	[1]	[2]	[9]
c) JTPA programs	[1]	[2]	[9]
d) Program sponsored by community-based organizations other than JTPA	[1]	[2]	[9]
e) Special courses or programs for business/ industry in the area (customized training)	[1]	[2]	[9]
f) Courses for military training	[1]	[2]	[9]
g) Apprenticeship programs	[1]	[2]	[9]

14. Does your school provide teaching personnel, administrative support services, etc. for occupational education classes/programs off campus (e.g., in a business or industry or a penal institution)?

[1] Yes (Describe: ________________________________)
[2] No

15. Approximately what percentage of your students were enrolled in cooperative occupational programs (co-op) in 1986-87? ______%

16. Approximately what percentage of the students in your school received credit for co-op experiences during the 1986-87 school year? ______%

17. Do you have any of the following articulation or linkage agreements with any secondary schools--

		Yes	No
a)	Secondary school students attend courses that are part of postsecondary programs at your institution	[1]	[2]
b)	Secondary school offers first 2 years of a "2+2/tech prep"	[1]	[2]
c)	Your postsecondary students currently attend courses at a secondary school and those courses count toward your graduation requirements	[1]	[2]
d)	Your postsecondary students may receive credit for courses previously completed at the secondary level	[1]	[2]
e)	You are co-located or otherwise share facilities with	[1]	[2]
	a secondary school	[1]	[2]
f)	Other (Describe ____________________________)	[1]	[2]

18. Is your institution formally represented in community-based economic development activities (e.g., chamber of commerce committees)?

[1] Yes (Explain: ________________________________)
[2] No

19. Is your institution formally represented on a regional or area vocational education planning committee attended by representatives of secondary or other postsecondary institutions?

[1] Yes
[2] No

20. Is your institution formally represented on the Private Industry Council for your JTPA service delivery area?

[1] Yes
[2] No

21. To what degree do the following obstacles hinder you from providing services under JTPA?

	Major obstacle	Minor obstacle	Not an obstacle
a) Lack of knowledge of Act and regulations	[1]	[2]	[3]
b) JTPA restrictions on eligibility, services	[1]	[2]	[3]
c) Amount of documentation, paperwork required	[1]	[2]	[3]
d) Performance-based contracts	[1]	[2]	[3]
e) Uncertainties, delays in contracting process	[1]	[2]	[3]
f) Policies, politics of PIC	[1]	[2]	[3]
g) Other (Describe ________________ ________________________________)	[1]	[2]	[3]

22. For the following list, please rank order the organizations that you/your institution place highest priority on in establishing linkages. **(The institutions you place highest priority on should be ranked 1, the next highest a 2, etc.)**

	Rank
a) Organized labor organizations	______
b) Military	______
c) Business and industry (other than for customized training)	______
d) Customized training provision	______
e) JTPA service provision	______
f) Community based organizations	______
g) Other postsecondary institutions (public or private nonprofit)	______
h) Proprietary schools (for profit)	
i) Secondary schools, public or nonprofit	______

Personal Characteristics

23. When were you born? ________/________ month year

24. What is your sex? [1] Female [2] Male

25. What is your ethnic group? **(Check one)**

[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic origin
[6] Other (Specify: ________________)

26. Do you have the following degrees, and if so, in what disciplines?

	Major(s)
[1] Some college - no certificate	________
[2] Associate degree	________
[3] Bachelor's degree	________
[4] Bachelor's degree plus some graduate work	________
[5] Master's degree	________
[6] Master's degree plus additional graduate work	________
[7] Doctorate	________

27. In what year did you complete your highest level of education as noted in Question 26?

________ year

28. How many years of experience have you had as a teacher or faculty member on either a part- or full-time basis--

	Years Full-time	Years Part-time
(a) At the elementary or secondary level?	______	______
(b) At two-year community colleges or voc-tech institutions?	______	______
(c) At proprietary schools?	______	______
(d) At four-year colleges or universities?	______	______
(e) Other ________________	______	______

EMPLOYMENT HISTORY

(Please include administrative and instructional positions.)

	29. Current job	30. Last job	31. Second last job	32. Third last job
a) Starting date	________/________ month year	________/________ month year	________/________ month year	________/________ month year
b) Ending date	NA	________/________ month year	________/________ month year	________/________ month year
c) Occupation; job duties	________________ ________________	________________ ________________	________________ ________________	________________ ________________
d) Name of institution; firm	________________ ________________	________________ ________________	________________ ________________	________________ ________________
e) Last (or current) wage or salary	$____________ per [1] hour [3] month [2] week [4] year	$____________ per [1] hour [3] month [2] week [4] year	$____________ per [1] hour [3] month [2] week [4] year	$____________ per [1] hour [3] month [2] week [4] year
f) Supervisory duties (responsible for performance/salary appraisal for 1 or more individuals)	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no
g) Covered by collective agreement	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no

Thank you for your time and patience. In the supplement attached, we have asked for some general statistics about your institution that can probably be answered most easily by your institutional research office. We would appreciate it if you could make sure those questions get answered and the supplement is returned to your liaison. Below we have provided you with an opportunity to provide general comments. We would like to receive any comments, but we would particularly like to know about innovative administrative policies or practices, your opinions about the key problems facing postsecondary occupational education, and your ideas about solutions to those key problems.

COMMENTS: (Use back side of paper, if necessary)

ADMINISTRATIVE OFFICIAL SURVEY SUPPLEMENT

Postsecondary Occupational Education Delivery: An Examination

Conducted by:

The National Center for Research
Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and
Adult Education
U.S. Department of Education

Why we need your help....

Your institution has been selected in a national study of postsecondary occupational education. You have been selected as a representative of your institution to help with that study. Your answers to the questions that follow are very important. They will help provide a basis for describing accurately occupational education as it is offered in postsecondary institutions in this country and should also provide support for future program improvements.

How you can help....

On the pages that follow you will find a number of questions that relate specifically to your community and institution, the kinds of students that attend your institution, and internal and external influences on curriculum and instruction. These questions can be answered quickly by placing an "X" or a check mark "√" in the "[ ]" next to your answer or by filling in the blank spaces provided. (See the examples shown in the box below.) Please answer all the questions as accurately as possible. Please use a pen to mark your responses.

EXAMPLE 1:

o **Nationally, about what percentage of high school students drop out each year?**

- [1] **Between 4% and 8%**
- [2] **Slightly less than 15%**
- [✓ [3] **About 28%**]
- [4] **Over 50%**

EXAMPLE 2:

o **About what percentage of the students in your institution are:**

(a) Females? 53 %
(b) Males? 47 %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together, and (c) return it to the institutional liaison whose name is listed below. Your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national levels.

INSTITUTIONAL LIAISON Name: ______________________
Address: ______________________

Name: ____

Title: ____

Community Characteristics

S1. Type of area in which your institution is located?
[1] Rural
[2] Suburban
[3] Urban

S2. What is the approximate population in the area served by your institution?

_______ people

S3. Approximately what percentage of the population in the area served by your institution is--

(a) American Indian or Alaskan Native?	_____%
(b) Asian American or Pacific Islander?	_____%
(c) Black, not of Hispanic origin?	_____%
(d) Hispanic?	_____%
(e) White, not of Hispanic origin?	_____%
(f) Other	_____%
	100%

S4. Approximately what percentage of the population in the area served by your institution is economically disadvantaged? _____%

Institutional Characteristics

S5. What was the size of your institution's enrollment of full-time and part-time students, by program type for 1985-86?

	(i) Full-time	(ii) Part-time
a) In occupational programs	_______	_______
b) In transfer or general programs	_______	_______

Student Characteristics

S6. Selected student body characteristics

a) Gender -
_____% Females
_____% Males

b) Ethnicity/Race
_____% Native American or Alaskan Native
_____% Asian American or Pacific Islander
_____% Black, not of Hispanic origin
_____% Hispanic
_____% White, not of Hispanic origin
_____% Other

c) Handicapped - _____%

d) Limited English proficiency - _____%

e) Estimated family income -
_____% above $25,000
_____% between $15,000 and $25,000
_____% between $14,999 and $10,000
_____% below $10,000

f) Students who enter, but leave prior to receiving degrees or certificates - _____%

g) Students who are single parents - _____%

S7. What are your institution's admission requirements?

____
____

S8. Of the handicapped students in your institution, what percentage are--

a) physically handicapped? _____%
b) mild/moderately learning disabled _____%
c) both physically and learning disabled _____%
d) emotionally/socially impaired _____%
100%

S9. a) Approximately what percentage of your institution's handicapped students enroll in--

developmental education programs? _____%

b) Approximately what percentage enroll in major programs that are occupational and transfer/general programs?

occupational _____%
transfer/general _____%
TOTAL = 100%

S10. By what process are the students in your school classified as limited English proficient (LEP)? (Describe: ___________________________
____
____)

S11. a) Approximately what percentage of your school's LEP students enroll in--

developmental education programs? _____%

b) Approximately what percentage enroll in major programs that are occupational and transfer/general programs?

occupational _____%
transfer/general _____%
TOTAL = 100%

S12.a) What is your institution's total operating budget for its current fiscal year? $ ____________________

b) What percentage of the budget is funded by the following sources:

Community/county ___________%
State ___________%
Federal ___________%
Tuition ___________%
Private donations/gifts ___________%
Other ___________%
TOTAL = 100%

c) What percentage of the budget is spent on:

Instruction ___________%
Administration ___________%
Student services ___________%
Equipment ___________%
Facilities/capital improvement ___________%
Other ___________%
TOTAL = 100%

__Funding__

S13.a) How much money will your institution receive under the Carl Perkins Vocational Education Act for the 1986-87 school year?
$ ____________________

b) How much will come from the JTPA? $ ____________________

__Activities Under Job Training Partnership Act (JTPA)__

S14. During the 1985-86 academic year, how many JTPA clients were enrolled in:

a) Special class-size occupational training programs conducted __only__ for JPTA clients? ________________ clients

	Yes	No
(1) Were these conducted under performance based contracts?	[1]	[2]

(2) What occupational skills were taught in these classes? (e.g., word processing, building maintenance) ______________________________
____
____

b) How many JTPA clients were enrolled in regular occupational programs on an individual referral basis? ________________ clients

c) How many JTPA clients were enrolled in basic/remedial education or GED programs? ________________ clients

S15. Does your institution provide any of these services under JTPA?

	Yes	No
a) Acts as the administrative entity for SDA	[1]	[2]
b) Conducts intake, assessment, counseling, and referral	[1]	[2]
c) Certifies eligibility for JTPA assistance	[1]	[2]
d) Writes on-the-job training contracts with employers	[1]	[2]
e) Runs job clubs	[1]	[2]
f) Conducts job development	[1]	[2]
g) Provides support services (e.g., day care, transportation allowances)	[1]	[2]
h) Other [Describe ____________________________]	[1]	[2]

Thank you. Please return to your institutional liaison.

PLACEMENT DIRECTOR

Postsecondary Occupational Education Delivery:
An Examination

Conducted by:

The National Center for Research in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and Adult Education
U.S. Department of Education

Why we need your help....

Your institution is helping in a national study of postsecondary education. You have been selected as a representative of your institution to help with that study. Your answers to the questions that follow are very important. They will help provide a basis for more accurately describing the occupational education offered in our postsecondary institutions and should also provide support for future program improvements.

How you can help....

On the pages that follow you will find a number of questions that deal with your background and experience, the kinds of career guidance provided by your school, and characteristics of your office. These questions can be answered quickly by placing an "X" or a check mark "✓" in the "[3]" next to your answer or by filling in the blank spaces provided. (See the two examples shown in the box below.) Please answer all the questions as accurately as possible. Please use a pen to mark your responses.

EXAMPLE 1:

o Nationally, about what percentage of high school students (grades 9-12) drop out each year?

[1] Between 4% and 8%
[2] Slightly less than 15%
[✓ [3] About 28%]
[4] Over 50%

EXAMPLE 2:

o About what percentage of the in your institution are:

(a) Females? 53 %
(b) Males? 47 %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together, and (c) return it to the institutional liaison whose name is listed below. Again, we want to note that your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national level.

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? ☐ YES ☐ NO

INSTITUTIONAL LIAISON

Name:________________________
Address:______________________

Name: ____

Title: ____

Institution: ____

Career Guidance and Student Services

1. Rank the following goals in terms of the degree to which they are emphasized by the placement program in your institution. **(WRITE IN THE RANK--1 BEING HIGHEST, 2 NEXT HIGHEST, AND SO FORTH. DO NOT DUPLICATE RANKINGS.)**

	Rank
(a) Help students plan and prepare for additional schooling	____
(b) Help students with their personal growth and development	____
(c) Help students plan and prepare for their careers after leaving your institution	____
(d) Help place students in employment related to their training	____
(e) Help students select and schedule courses	____
(f) Help particular special groups of students such as the handicapped, economically disadvantaged, and limited English proficient progress through your institution	____

2. Does your institution provide occupational or career information to students in a language other than English?

[1] No
[2] Yes, Spanish
[3] Yes, another language (Specify: ______________)

3. Does the placement/guidance/counseling staff in your institution administer occupational aptitude or interest tests to students?

[1] No
[2] Yes, to all students
[3] Yes, to any student who requests them

4. About what percentage of the students in your institution participate in the following activities between the time they enter and leave your institution? **(WRITE PERCENTS. IF UNSURE, GIVE YOUR BEST ESTIMATE. IF THE ACTIVITY IS NOT OFFERED, ENTER "0".)**

(a) Exploratory work experience programs (e.g., co-op/work study)	_____%
(b) Career days/nights	_____%
(c) Job site tours or visits (field trips)	_____%
(d) Visits to other postsecondary institutions	_____%
(e) Job shadowing (extended observations of a worker)	_____%
(f) Testing and having tests interpreted for career planning purposes (e.g., interest inventories, vocational aptitude tests)	_____%

(g) Individual counseling sessions _____%
(h) Group guidance/counseling sessions _____%
(i) Training in job seeking skills _____%
(j) Training in resume writing _____%
(k) Use of computerized career information resources _____%
(l) Use of noncomputerized career information resources _____%

(m) Have no contact with the placement office _____%

Placement Office Characteristics

5. How many professional staff in your institution work full-time, half-time, and less than half-time in the placement office?

(a) Number of full-time professional staff _____
(b) Number of half-time professional staff _____
(c) Number of professional staff who work less than half-time _____

6. If a student wants to see a placement counselor, about how long does he or she typically have to wait?

[1] No wait--can walk right in
[2] A few minutes to an hour
[3] A few hours
[4] A day or two
[5] Three days or more

7. Over the course of an academic year, how involved does your staff get in the following activities?

	Never	Infreq.	Occasionally	Routinely
(a) Administrative duties not related to placement or career guidance	[1]	[2]	[3]	[4]
(b) Teaching employability skill or career guidance-related courses	[1]	[2]	[3]	[4]
(c) Teaching classes (nonguidance related)	[1]	[2]	[3]	[4]
(d) Planning for, administering, and interpreting tests	[1]	[2]	[3]	[4]
(e) Updating and obtaining information from records (e.g., permanent records for reports, planning)	[1]	[2]	[3]	[4]
(f) Individual counseling of students	[1]	[2]	[3]	[4]
(g) Conferring with instructors or other instructional personnel regarding the placement program	[1]	[2]	[3]	[4]
(h) Directing extracurricular activities	[1]	[2]	[3]	[4]
(i) Directing planned career guidance activities (e.g., career days, plant visits)	[1]	[2]	[3]	[4]

	Never	Infreq.	Occasionally	Routinely
(j) Developing contacts with business and industry	[1]	[2]	[3]	[4]
(k) Meeting with recruiters from other postsecondary institutions or the military	[1]	[2]	[3]	[4]
(l) Working with JTPA and/or JTPA-sponsored agencies and other community-based organizations	[1]	[2]	[3]	[4]

8. To what extent do you or other individuals in the placement office get involved in curricular decision making? **(MARK ONE)**

[1] It has never happened
[2] It has occurred on a few occasions
[3] It has occurred several times, but not on a regular basis
[4] It occurs regularly

Placement

9. Which of the following sources of information about job opportunities does your institution have available for student use regarding part-time jobs while in school and full-time, post-school jobs? **(MARK ALL THAT APPLY)**

	Part-time	Full-time
(a) Job bank listings or reports from state Employment Service or Department of Labor, showing jobs available for local area (city or state)	[1]	[2]
(b) Postings of local newspaper employment advertisements	[1]	[2]
(c) Job openings called in by employers	[1]	[2]
(d) List of contacts at public or private employment agencies and training programs (e.g., JTPA) who can help students get jobs or job training	[1]	[2]
(e) Information from local government (city, county, state) civil service and employment offices in the area	[1]	[2]
(f) Information about local jobs from follow-ups of former students who work	[1]	[2]
(g) Other (Specify: ______________________ ______________________________________)	[1]	[2]
(h) No job information is routinely made available to students	[1]	[2]

10. a) Approximately how many different employers ask your office for referrals for full-time positions in a year?

[1] None
[2] One to five
[3] Six to ten
[4] Eleven to twenty
[5] Twenty-one to fifty
[6] Fifty-one or more

b) What percentage of those referrals are a result of your office's direct initiative? ______%

11. From your experience at this institution, what are the most effective strategies for developing jobs? (Check all that apply)

[1] Telephone contacts
[2] In person visits
[3] Community organization memberships
[4] Co-op or internship programs
[5] Referrals from instructors or other staff at the institution
[6] Working with a government agency(ies)
[7] Other ______________________________
____
____

[9] We don't engage in job development activities

12. Are follow-up contacts made with employers of students placed in jobs?

[1] No
[2] Yes, through our office
[3] Yes, through another unit at the institution ____________
[4] Don't know

13. Of former students in your institution, about what percentage (If uncertain, give your best estimate)

	Program Noncompleters	Program Completers
(a) ...entered the military?	____%	____%
(b) ...enrolled in a 4-year college or university?	____%	____%
(c) ...enrolled in another 2-year college or technical school?	____%	____%
(d) entered the labor force full-time without attending another postsecondary institution?	____%	____%
(e) Other (Specify: ____________ ______________________)?	____%	____%
	100%	100%

14. The response to 13(d) for program completers represents your institution's placement rate. For that placement rate, what percentage are placed in jobs related to the training or program areas from which the students graduated?

[1] Less than 10%
[2] 10% - 25%
[3] 25% - 50%
[4] 50% - 75%
[5] 75% - 90%
[6] 90% - 99%
[7] 100%

Personal and Job Characteristics

15. Including this year, how many years of experience have you had involving placement or career guidance in postsecondary institutions?

[1] Not yet a full year
[2] One to two years
[3] Three to four years
[4] Five to six years
[4] Seven to ten years
[6] Over ten years

16. What is the highest degree you hold?

[1] High school diploma
[2] Associate degree
[3] Bachelor or Arts/Bachelor of Science
[4] Master's degree
[5] Specialist in Education
[6] Educational Doctorate
[7] Doctorate other than education
[8] Other (Specify: ____________________)

17. Do you have a degree in guidance and counseling?

[1] No
[2] Yes

18. Prior to this position, what type of position did you hold?

[1] Staff member of placement office
[2] Staff member of institution (non instructional position)
[3] Instructor at institution
[4] Staff member of another educational institution
[5] Employee of business or industry
[6] Other: ____________________

19. Do you or anyone else on your institution's placement or guidance staff participate in community-wide economic development activities (e.g., chamber of commerce committees or other committees directed toward attracting new business/industry into your community)?

[1] No
[2] Yes (Describe: ____________________)

20. When were you born? ______/______ month year

21. What is your sex?

[1] Female
[2] Male

22. What is your ethnic origin?

[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic Origin
[6] Other

You have finished the questionnaire. Thank you.

NOTES/COMMENTS:

CHAIRPERSON

Postsecondary Occupational Education Delivery: An Examination

Conducted by:
National Center for Research
in Vocational Education
The Ohio State University

Sponsored by:
Office of Vocational and
Adult Education
U.S. Department of Education

Why we need your help....

Your institution has been selected for a national study of postsecondary occupational education. You have been selected as a representative of your institution to help with that study. Your answers to the questions that follow are very important. They will help provide a basis for describing accurately occupational education as it is offered in postsecondary institutions and should also provide support for future program improvements.

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EXAMPLE 1:

o Nationally, about what percentage of high school students dropout each year?

[1] Between 4% and 8%
[2] Slightly less than 15%
[✓ [3] About 28%]
[4] Over 50%

EXAMPLE 2:

o About what percentage of the students in your institution are:

(a) Females? 53 %
(b) Males? 47 %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together, and (c) return it to the institutional liaison whose name is listed below. Your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and, institutions and described only at the national level.

WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? [ ] YES [ ] NO

INSTITUTIONAL LIAISON

Name:____________________
Address:____________________

1. Name:____

2. Institution:____________________________________

3. Program/Department:_______________________________

Program Characteristics

4. How many students (FTEs) are enrolled in your program currently?
_______ students (FTEs)

5. a) How many faculty and instructors (FTEs) are currently in your program? (Include permanent faculty who may be on leave.)
_______ instructors (FTEs)

b) How many faculty included in your answer to a) are permanent, full-time instructors? _______ instructors

6. a) What is your departmental/program total budget for the 1986-87 academic year? $__________________

b) Of that budget, how much funding do you receive from federal vocational education funds, i.e. Carl Perkins? $______________

c) Of that budget, how much do you receive from JTPA? $______________

7. a) Does your program/department have an advisory board?
[1] Yes
[2] No (Go to Question 8)

b) How many members are on the board? _________________ members

c) How often does the advisory board meet? (Check one)
[1] At least once a month, on a regular basis
[2] Not as often as once a month, but on a regular basis
[3] Once a year, on a regular basis
[4] Only meet on an as needed basis

d) How many members would you characterize as being from business or industry? ___________ members

e) How many members would you characterize as representing organized labor? ___________ members

Program Content

8. What type of degree/certificate do you award to individuals who complete your program?

[1] Vocational certificate
[2] Associate Degree
[3] Other:__________________________________

9. How many courses must a typical student who enrolls in your program complete to be awarded a degree certificate? (Do not include developmental education or LEP courses)

Type of grading period (MARK ONE)

_______courses

[1] Semester
[2] Quarter
[3] Other:_______________

10. How many students were awarded a degree/certificate from your department in the 1985-86 academic year? _______ students

11. If 100 students began your program, how many would you estimate to:
a) Complete the program in the mimimal possible time (1 year or less for a 1 year program; 2 years or less for a 2 year program)? _____
b) Complete the program, but in longer than the minimal possible time? _____
c) Leave the program at your initiative (Failing grades, advised to leave, etc.)? _____
d) Leave the program for other reasons (Took a job, tranferred to another program or institution, etc.)? _____

TOTAL = 100

12. In your opinion, how much actual influence do the following people or organizations have on (i) establishing or revising the curricula/program (e.g., goals, objectives, content) and (ii) determining instructional methods?

(i) ESTABLISHING OR REVISING THE CURRICULUM

PEOPLE/ORGANIZATIONS	A Great Deal	Some	Only to a Minor Extent	None (Not Applicable)
a) Institution's administration	[1]	[2]	[3]	[4]
b) Chairperson and instructors in department involved	[1]	[2]	[3]	[4]
c) Instructors in other departments	[1]	[2]	[3]	[4]
d) Parents	[1]	[2]	[3]	[4]
e) Students	[1]	[2]	[3]	[4]
f) Institution's advisory or governing board	[1]	[2]	[3]	[4]
g) Faculty unions or associations	[1]	[2]	[3]	[4]
h) Business and industry representatives, including program's advisory committee	[1]	[2]	[3]	[4]
i) JTPA/PIC	[1]	[2]	[3]	[4]
j) State education administrative agencies	[1]	[2]	[3]	[4]
k) Former students	[1]	[2]	[3]	[4]

(ii) DETERMINING INSTRUCTIONAL METHODS

PEOPLE/ORGANIZATIONS	A Great Deal	Some	Only to a Minor Extent	None (NA)
l) Institution's administration	[1]	[2]	[3]	[4]
m) Department chair (yourself)	[1]	[2]	[3]	[4]
n) Instructors	[1]	[2]	[3]	[4]
o) Students	[1]	[2]	[3]	[4]
p) Institution's advisory or governing board	[1]	[2]	[3]	[4]
q) Faculty unions or associations	[1]	[2]	[3]	[4]
r) Business and industry representatives, e.g., department advisory committee	[1]	[2]	[3]	[4]
s) JTPA/PIC	[1]	[2]	[3]	[4]
t) State administrative agencies	[1]	[2]	[3]	[4]

---

13. Consider the typical student who completes your program. What percentage of the curriculum that the student was exposed to would you estimate--
    a) Concerned specific occupational skills development? ________%
    b) Concerned general or transferable skills development such as communication skills, interpersonal skills? ________%
    c) Concerned basic skills (math, writing, speaking, listening) development? ________%
    d) Concerned employability skills (resume, job search, interviewing)? ________%

14. Are students in your program required to complete a work-study experience, cooperative education experience, or internship in business/industry as part of their training?

    [1] No
    [2] Yes, up to two weeks
    [3] Yes, three to six weeks
    [4] Yes, seven to twelve weeks
    [5] Yes, thirteen to twenty-four weeks
    [6] Yes, over twenty-four weeks

15. Do the employers who supervise the work experiences of your students influence the grades those students receive?

    [1] No, our program does not usually get involved with work experience programs
    [2] No
    [3] Yes, employers recommend grades to the coordinator(s)
    [4] Yes, employers assign work experience grades
    [5] Yes, employers and coordinators jointly agree and assign students' grades

16. Are individualized learning activities and experiences an integral part of your program?

    [1] No
    [2] Yes, when dealing with learning basic concepts/theory
    [3] Yes, when working in shop/lab on job skill development practice
    [4] Yes, all segments of program

17. Which of the following competency-based strategies are used in your program?

a) Our particular program is not competency-based and we do not use these competency-based strategies	[9] (Go to item 18)	
	Yes	No
b) Progress charts	[1]	[2]
c) Mastery charts	[1]	[2]
d) Computer recording	[1]	[2]
e) Standardized written tests	[1]	[2]
f) Standardized skills performance tests	[1]	[2]
g) Informal teacher judgments	[1]	[2]
h) Teacher constructed written tests	[1]	[2]
i) Teacher constructed skills performance tests	[1]	[2]
j) Judgments or ratings by employers	[1]	[2]
k) Other (Specify: ___________)	[1]	[2]

Faculty Issues

18. On average, how much influence do each of the following factors have on determining faculty salaries?

	A great deal	Somewhat	Only to a minor extent	None (Does not apply)
a) Quality of teaching	[1]	[2]	[3]	[4]
b) Professional activities	[1]	[2]	[3]	[4]
c) Service to the community	[1]	[2]	[3]	[4]
d) Collective bargaining agreement	[1]	[2]	[3]	[4]
e) Interactions with employers	[1]	[2]	[3]	[4]
f) Longevity with institution	[1]	[2]	[3]	[4]
g) Full-time or part-time status	[1]	[2]	[3]	[4]
h) Number of courses taught	[1]	[2]	[3]	[4]
i) Level of education	[1]	[2]	[3]	[4]
j) Research activities	[1]	[2]	[3]	[4]

19. How often do you visit the classroom instructional period for permanent and temporary staff per grading period (quarter or semester?)

	Permanent Staff	Temporary Staff
a) Announced visits per grading period	________	________
b) Unannounced visits per grading period	________	________

20. Does your program/department have a formal professional development requirement for instructors?

[1] Yes-> Please describe:____

[2] No ____

21. What is your departmental budget for professional development activities for the 1986-87 academic year? $_____________

22. How large was your program's instructional staff last year and how many of your instructional staff from last year (1985-86) are teaching or will teach this year?

	Permanent staff		Temporary or adjunct	
	Full-time	Part-time	Full-time	Part-time
a) Taught sometime during 1985-86	_______	_______	_______	_______
b) Will teach sometime during 1986-87	_______	_______	_______	_______

Institutional Goals

23. In your institution, what degree of importance is attached to each of the following goals? **(Check one per goal)**

Goals	Very Important	Important	Not too Important	Not at all Important
a) Prepare students to be good citizens	[1]	[2]	[3]	[4]
b) Develop basic skills	[1]	[2]	[3]	[4]
c) Develop students' abilities to solve problems and think critically	[1]	[2]	[3]	[4]
d) Prepare students to be competent consumers	[1]	[2]	[3]	[4]
e) Prepare students for further schooling	[1]	[2]	[3]	[4]
f) Provide in-school training for specific occupations	[1]	[2]	[3]	[4]
g) Give students a broad, general career preparation background	[1]	[2]	[3]	[4]
h) Place students in jobs as they leave school	[1]	[2]	[3]	[4]

24. Do you agree or disagree with each of the following factors in terms of their influence on curriculum and instruction at your institution? Feel free to add comments to qualify or explain a rating. **DO NOT FEEL COMPELLED TO COMMENT ON EVERY ITEM.**

Factors	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a) Inadequate student preparation in basic skills restricts curriculum offerings and instructional delivery **COMMENTS:**	[1]	[2]	[3]	[4]	[5]
b) Use of part-time or adjunct instructional staff limits effective instruction **COMMENTS:**	[1]	[2]	[3]	[4]	[5]

Factors	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
c) Outdated facilities or equipment restrict curriculum offerings or instructional content COMMENTS:	[1]	[2]	[3]	[4]	[5]
d) Resources spent on noninstructional purposes (e.g., security, maintenance) seem excessive and restrict our instructional mission COMMENTS:	[1]	[2]	[3]	[4]	[5]
e) Student discipline restricts instructional delivery COMMENTS:	[1]	[2]	[3]	[4]	[5]
f) Because a high percentage of students work, they have limited time to spend on studying outside of class and this constrains instructional programs COMMENTS:	[1]	[2]	[3]	[4]	[5]
g) Collective bargaining/ unionization of faculty restrict curriculum offerings COMMENTS:	[1]	[2]	[3]	[4]	[5]
h) Inadequate student preparation in science and mathematics restricts curricula and instruction COMMENTS:	[1]	[2]	[3]	[4]	[5]
i) Community, faculty, or student pressures restrict our ability to cancel certain course offerings COMMENTS:	[1]	[2]	[3]	[4]	[5]
j) Inadequate institutional funding restricts curricula and instruction COMMENTS:	[1]	[2]	[3]	[4]	[5]
k) Competition for students from other educational institutions or the military cause us to offer certain programs that we otherwise wouldn't COMMENTS:	[1]	[2]	[3]	[4]	[5]
l) Our open-entry policy restricts program offerings COMMENTS:	[1]	[2]	[3]	[4]	[5]

Facilities

25. Please rank order the three most important facilities/equipment you feel would most improve your program. **(The most important need would be ranked 1.)**

Rank

a) Classroom renovation/improvement ______
b) Larger laboratory facilities ______
c) More modern laboratory equipment ______
d) Instructional equipment such as A-V, computers, etc. ______
e) Instructional demonstration equipment--models ______
f) Office space ______
g) Office equipment (e.g., personal computers for faculty) ______
h) Other:________________________________ ______

26. What is the approximate value of facilities or equipment donated to your program by business or industry over the last three years?

[1] No donations received over that period of time
[2] $1 - $5,000
[3] $5,000 - $10,000
[4] $10,000 - $25,000
[5] $25,000 - $50,000
[6] $50,000 - $100,000
[7] Greater than $100,000

Students

27. In your program, about what percentage of the students are . . .

a) Females? ______%
b) Males? ______%
TOTAL = 100%

c) White? ______%
d) Black? ______%
e) Hispanic? ______%
f) Other minorities? ______%
TOTAL = 100%

g) Handicapped? ______%

h) Limited English Proficienct (LEP/Bilingual)? ______%

i) Economically disadvantaged? ______%

j) JTPA clients? ______%

k) Single parents? ______%

28. What percentage of your students receive the following special services?

a) Developmental instruction-basic reading ________%
b) Developmental instruction-basic math ________%
c) Pre-tech courses ________%
d) More individualized and intensive counseling and follow-through from departmental staff ________%
e) Special tutorial and/or related types of assistance (peer tutoring, e.g.) ________%

Program Improvement

29. Over the past two years, has your department/program undertaken any of the following activities or policy changes?

	Yes	No
a) Increased completion requirements	[1]	[2]
b) Implemented competency testing for completion	[1]	[2]
c) Increased entrance requirements for program	[1]	[2]
d) Stiffened grading standards	[1]	[2]
e) Explicitly decided to increase emphasis on basic skills	[1]	[2]
f) Added requirements for courses outside your department/program	[1]	[2]
g) Stiffened hiring standards for instructors/faculty	[1]	[2]
h) Placed special emphasis on retention of special needs students	[1]	[2]

Personal and Job Characteristics

30. During 1985-86 academic year (September-June), how many courses and credit hours did you teach?

Courses ________
Credit hours ________

Quarter System [1]
Semester [2]
Other: ____________________ [3]

31. What is the average size of the classes you teach? ________students

32. Have you received training in any of the following areas?

	Yes	No
a) Teaching the handicapped	[1]	[2]
b) Working with and teaching Limited English Proficiency students (LEP/Bilingual)	[1]	[2]
c) Teaching disadvantaged and dropout prone students	[1]	[2]
d) Working with and teaching students in nontracitional programs	[1]	[2]
e) Teaching basic skills in your subject area	[1]	[2]
f) Addressing the needs of single parents	[1]	[2]

33. In addition to the hours you teach during a typical week, about how many hours outside of class do you spend doing each of the following activities? **(IF UNSURE, GIVE YOUR BEST ESTIMATE.)**

	HOURS SPENT: 0	1-4	5-8	9-12	13-20	Over 20
a) Official office hours	[1]	[2]	[3]	[4]	[5]	[6]
b) Completing forms and administrative paperwork	[1]	[2]	[3]	[4]	[5]	[6]
c) Prepare instructional periods, composing tests, grading papers, etc.	[1]	[2]	[3]	[4]	[5]	[6]
d) Counseling students - personal problems	[1]	[2]	[3]	[4]	[5]	[6]
e) Counseling students - career plans	[1]	[2]	[3]	[4]	[5]	[6]
f) Tutoring and working with students who need special help	[1]	[2]	[3]	[4]	[5]	[6]
g) Contacting employers on students' behalf and visiting students at worksites	[1]	[2]	[3]	[4]	[5]	[6]
h) Undertaking research activities in your subject area	[1]	[2]	[3]	[4]	[5]	[6]
i) Extra-curricular activities (including coaching)	[1]	[2]	[3]	[4]	[5]	[6]
j) Working - self-employed	[1]	[2]	[3]	[4]	[5]	[6]
k) Working - employer other than this institution (not self-employed)	[1]	[2]	[3]	[4]	[5]	[6]
l) Background reading in your subject area (e.g., journals, books, periodicals)	[1]	[2]	[3]	[4]	[5]	[6]
m) Other background reading (e.g., changes in education, equity issues, teaching special students)	[1]	[2]	[3]	[4]	[5]	[6]
n) Developing alternative activities and materials to better meet the needs of students who require special help (e.g., potential dropouts, handicapped students	[1]	[2]	[3]	[4]	[5]	[6]
o) Obtaining additional professional training	[1]	[2]	[3]	[4]	[5]	[6]

34. When were you born? ____________/____________
month year

35. What is your sex?
[1] Female
[2] Male

36. What is your ethnic group? **(Check one)**

[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic origin
[6] Other

37. Do you have the following degrees, and if so, in what disciplines? **(ANSWER ALL THAT APPLY)**

	Discipline(s)
a) Associate degree	____________
b) Bachelor's degree	____________
c) Master's degree	____________
d) Doctorate	____________

38. In what year did you complete your highest level of education as noted in Question 37? ________ year

39. How many years of experience have you had as a teacher or faculty member on either a part- or full-time basis--

	Years Full-time	Years Part-time
(a) At the elementary or secondary level?	________	________
(b) At two-year community colleges or voc-tech institutions?	________	________
(c) At proprietary schools?	________	________
(d) At four-year colleges or universities?	________	________
(e) Other ________________	________	________

EMPLOYMENT HISTORY

(Please include administrative and instructional positions.)

	40. Current job	41. Last job	42. Second last job	43. Third last job
a) Starting date	______/______ month year	______/______ month year	______/______ month year	______/______ month year
b) Ending date	NA	______/______ month year	______/______ month year	______/______ month year
c) Occupation; job duties	________ ________	________ ________	________ ________	________ ________
d) Name of institution; firm	________ ________	________ ________	________ ________	________ ________
e) Last (or current) wage or salary	$________ per [1] hour [3] month [2] week [4] year	$________ per [1] hour [3] month [2] week [4] year	$________ per [1] hour [3] month [2] week [4] year	$________ per [1] hour [3] month [2] week [4] year
f) Supervisory duties (responsible for performance/salary appraisal for 1 or more individuals)	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no
g) Covered by collective agreement	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no

YOU HAVE COMPLETED THE QUESTIONNAIRE. THANK YOU.

FACULTY

Postsecondary Occupational Education Delivery: An Examination

Conducted by:

The National Center for Research
in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational and Adult
Education
U.S. Department of Education

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WOULD YOU LIKE A SUMMARY REPORT OF OUR STUDY? [ ] YES [ ] NO

INSTITUTIONAL LIAISON:
Name: ____________________
Address: ____________________

1. Name: ____

2. Institution: __________________________________

3. Program: ____________________________________

Teaching Load

4. During 1986-87 academic year (September - June), how many different courses and total credit hours will you teach?

________ courses
________ credit hours

Type of grading period
[1] Quarter System
[2] Semesters
[3] Other: ______________________

5. On average, how many hours per week are you assigned to teach (contact hours)? **(Include labs and discussion periods. Exclude preparation time, office hours.)**

________ hours

6. What is the average size of the classes you teach?

________ students

7. About how many undergraduate and graduate courses have you taken in the subject area that you most frequently teach?

	None	1-5	6-10	11-15	15+
(a) Undergraduate courses	[1]	[2]	[3]	[4]	[5]
(b) Graduate courses	[1]	[2]	[3]	[4]	[5]

8. Have you taught courses in a different department in the last two years?

[1] Yes What department(s) ______________________________
[2] No ______________________________

9. Do you have state certification to teach? If so, for how long?

[9] State does not require certification (Go to question 10)

[1] Not certified
[2] Yes, 1 year or less
[3] Yes, 2 - 5 years
[4] Yes, 5 - 10 years
[5] Yes, 10+ years

Instructional Methods

10. How much influence and control do you have over each of the following areas with respect to the courses you are assigned to teach?

	None				A Great Deal
(a) Establishing a new course in your program area/department	[1]	[2]	[3]	[4]	[5]
(b) Selecting the content, topics, and skills to be taught in specific courses	[1]	[2]	[3]	[4]	[5]
(c) Selecting instructional techniques to be used	[1]	[2]	[3]	[4]	[5]
(d) Selecting textbooks and other instructional materials	[1]	[2]	[3]	[4]	[5]

11. How much time per month do you spend on average with the following groups or individuals to work on course planning and preparation, curriculum development, guidance and counseling, program/course evaluation, or other collaborative work related to instruction?

HOURS SPENT PER MONTH:

	None	1-5	6-10	11-20	20+
(a) Department head or other supervisor	[1]	[2]	[3]	[4]	[5]
(b) Institutional official(s) - other than those listed in "a"	[1]	[2]	[3]	[4]	[5]
(c) Advisory committee	[1]	[2]	[3]	[4]	[5]
(d) Other instructors	[1]	[2]	[3]	[4]	[5]
(e) Guidance/counseling staff or placement staff	[1]	[2]	[3]	[4]	[5]
(f) Employers (other than on advisory committee)	[1]	[2]	[3]	[4]	[5]

12. Have you had any training (inservice or preservice) in the following general areas?

	Yes	No
(a) Teaching the handicapped	[1]	[2]
(b) Working with and teaching Limited English Proficiency students (LEP/Bilingual)	[1]	[2]
(c) Teaching disadvantaged and at-risk students	[1]	[2]
(d) Working with and teaching students in programs nontraditional for their sex	[1]	[2]
(e) Teaching basic skills in your subject area	[1]	[2]
(f) Addressing the needs of single parents	[1]	[2]
(g) Addressing the needs of older students	[1]	[2]

13. Indicate the importance you give each of the following grading criteria when setting grades.

	Not Important	Somewhat Important	Moderately Important	Very Important
(a) Absolute level of achievement	[1]	[2]	[3]	[4]
(b) Achievement relative to the rest of the class or all of your classes	[1]	[2]	[3]	[4]
(c) Individual improvement or progress over past performance	[1]	[2]	[3]	[4]
(d) Effort	[1]	[2]	[3]	[4]
(e) Participation in class	[1]	[2]	[3]	[4]

14. For each grading period of _____ weeks, how many times do you usually administer a . . . **(fill in)**

(a) . . . Major examination or student demonstration
- [1] Zero
- [2] One
- [3] Two
- [4] Three or four
- [5] Five or more

(b) . . . Quiz
- [1] Zero
- [2] One or two
- [3] Three or four
- [4] Five to ten
- [5] Over ten

15. Classifying the types of questions that might be asked on a major examination into objective, subjective (essay), or demonstration-type questions, what percentage of the points on one of your typical examinations would be accounted for by each type of question?

a) Objective _______%
b) Subjective _______%
c) Demonstration _______% --> (perform a skill that might be done in the workplace, e.g., typing tests for speed and accuracy, building a model, etc.)

16. In some classes, instructors feel it is beneficial to assign various writing tasks to their students. In your classes, how many writing assignments of at least one page each do you assign your students during a quarter or semester?

- [1] None
- [2] One or two assignments
- [3] Three or four assignments
- [4] Five or six assignments
- [5] Seven to ten assignments
- [6] Over ten assignments

17. During a typical week, how much of your teaching time is spent reinforcing and enhancing students' basic . . .

[a] . . . Reading skills?
- [1] None
- [2] About one hour
- [3] Two or three hours
- [4] Four to six hours
- [5] Over six hours

[b] . . . Mathematical skills?
- [1] None
- [2] About one hour
- [3] Two or three hours
- [4] Four to six hours
- [5] Over six hours

18. On the average, about what percentage of your classes' time is spent on each of the following types of activities? **(WRITE IN EACH %. IF NONE, WRITE IN "0". THE TOTAL SHOULD EQUAL 100%.)**

(a) Daily maintenance activities (such as set up, clean up, passing out materials, taking attendance, breaks). _____%
(b) Instruction (lecturing, demonstrating, discussing, etc.) _____%
(c) Student practice of skills (practice problems, projects, laboratory work, etc.) _____%
(d) Other activities (Specify: ______________________________) _____%
TOTAL= 100%

19. During the last year, what percentage of the students in your classes did you formally recognize for their performance (e.g., via certificates, or displaying or reading students' work)? _____%

20. Do you receive student evaluations of your teaching?

		Not Useful	Somewhat Useful	Moderately Useful	Very Useful
[1] Yes ---->	How useful are they they in preparing for future courses?	[1]	[2]	[3]	[4]
[2] No					

21. In addition to the hours you are assigned to teach during a typical week, about how many hours outside of class do you spend doing each of the following activities? **(IF UNSURE, GIVE YOUR BEST ESTIMATE.)**

HOURS SPENT:

	0	1-4	5-8	9-12	13-20	Over 20
(a) Official office hours	[1]	[2]	[3]	[4]	[5]	[6]
(b) Completing forms and administrative paperwork	[1]	[2]	[3]	[4]	[5]	[6]
(c) Preparing instructional periods, composing tests, grading papers, etc.	[1]	[2]	[3]	[4]	[5]	[6]
(d) Counseling students - personal problems	[1]	[2]	[3]	[4]	[5]	[6]
(e) Counseling students - career plans	[1]	[2]	[3]	[4]	[5]	[6]
(f) Tutoring and working with students who need special help	[1]	[2]	[3]	[4]	[5]	[6]
(g) Contacting employers on students' behalf and visiting students at worksites	[1]	[2]	[3]	[4]	[5]	[6]
(h) Undertaking research activities in your subject area	[1]	[2]	[3]	[4]	[5]	[6]
(i) Extra-curricular activities (including coaching)	[1]	[2]	[3]	[4]	[5]	[6]
(j) Working - self-employed	[1]	[2]	[3]	[4]	[5]	[6]
(k) Working - employer other than the school (not self-employed)	[1]	[2]	[3]	[4]	[5]	[6]
(1) Background reading in your subject area (e.g., journals, books, periodicals)	[1]	[2]	[3]	[4]	[5]	[6]
(m) Other background reading (e.g., changes in education, equity issues, teaching special students)	[1]	[2]	[3]	[4]	[5]	[6]
(n) Developing alternative activities and materials to better meet the needs of students who required special help (e.g., potential dropouts, handicapped students)	[1]	[2]	[3]	[4]	[5]	[6]
(o) Obtaining additional professional training	[1]	[2]	[3]	[4]	[5]	[6]

22. At this institution, how many class periods have you missed (for any reason) during the past 12 months?

[1] No class periods
[2] One or two class periods
[3] Three or four class periods
[4] Five or more class periods

23. During the past year, how many times has your department head or any other supervisor observed your teaching?

[1] Never
[2] Once
[3] Twice
[4] Three or four times
[5] Five to nine times
[6] Ten or more times

24. On average, how much influence do each of the following factors have on determining faculty salaries?

	A great deal	Somewhat	Only to a minor extent	None (Not app.)
a) Quality of teaching	[1]	[2]	[3]	[4]
b) Professional activities	[1]	[2]	[3]	[4]
c) Service to the community	[1]	[2]	[3]	[4]
d) Collective bargaining agreement	[1]	[2]	[3]	[4]
e) Interactions with employers	[1]	[2]	[3]	[4]
f) Longevity with institution	[1]	[2]	[3]	[4]
g) Full-time or part-time status	[1]	[2]	[3]	[4]
h) Number of courses taught	[1]	[2]	[3]	[4]
i) Educational level	[1]	[2]	[3]	[4]
j) Research activities	[1]	[2]	[3]	[4]

Institution and Students

25. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
(a) Staff members in this institution don't have much school spirit.	[1]	[2]	[3]	[4]	[5]
(b) The use of drugs or alcohol by students in this institution is well below the national average.	[1]	[2]	[3]	[4]	[5]
(c) Student tardiness and class cutting are very prevalent in this institution	[1]	[2]	[3]	[4]	[5]
(d) The attitudes and habits my students bring to class are not conducive to learning.	[1]	[2]	[3]	[4]	[5]

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
(e) This institution seems like a big family.	[1]	[2]	[3]	[4]	[5]
(f) There is very little cooperative effort among this school's staff members and students.	[1]	[2]	[3]	[4]	[5]
(g) A very positive "climate" exists in this institution.	[1]	[2]	[3]	[4]	[5]
(h) Staff members in this institution have many opportunities for inservice training and staff development.	[1]	[2]	[3]	[4]	[5]

26. In the classes you teach, about what percentage of the students are . . .

(a) Females? ______%
(b) Males? ______%
} TOTAL = 100%

(c) White? ______%
(d) Black? ______%
(e) Hispanic? ______%
(f) Other minorities? ______%
} TOTAL = 100%

(g) Handicapped? ______%

(h) Limited English Proficient? (LEP/Bilingual) ______%

(i) Economically disadvantaged? ______%

(j) JTPA clients? ______%

(k) Single parents? ______%

(l) Students over age 24 ______%

Program Characteristics

27. (a) Approximately what percentage of the students who enter the occupational program in which you teach leave before they finish?

______% leave the program, but not the school
______% leave the program and the school

(b) Approximately what percentage of students did not intend to complete the program when they enrolled? ______%

28. Are any of your students individuals who had previously left the institution and have returned to school (either on their own or through the auspices of JTPA or some other program)?

[1] No [2] Yes, about ______% of our students

29. Rank the following goals in terms of the emphasis given to them in your occupational program area. Rank the most important goal as "1," the second most important as "2," and so on through "8" for the least important. **(WRITE IN YOUR RANKS. DO NOT DUPLICATE RANKINGS.)**

	Rank
(a) To place students in jobs related to their training when they leave	____
(b) To provide students with the competencies needed to secure jobs (e.g., job search skills, interviewing)	____
(c) To place students in jobs (regardless of their training relatedness) when they leave	____
(d) To enhance students' awareness of the various jobs for which they could prepare	____
(e) To provide opportunities for students to explore various occupational areas	____
(f) To help students develop a strong work ethic (e.g., sense of industriousness and responsibility)	____
(g) To enhance and reinforce students' basic skills (e.g., basic math, reading)	____
(h) To promote access and equity for students	____

30. Generally, do more students apply for entry into the occupational program in which you teach than there are openings in that program?

[1] No
[2] Yes, but only a few more
[3] Yes, up to two times more
[4] Yes, over two times more

31. Use the scale below to indicate the extent to which each of the following sources is used to determine the goals, content, and development of the curriculum of the program in which you teach.

	None				A Great Deal
(a) Your State's plan for vocational education	[1]	[2]	[3]	[4]	[5]
(b) State occupational information coordinating committee	[1]	[2]	[3]	[4]	[5]
(c) State employment service	[1]	[2]	[3]	[4]	[5]
(d) Technical advisory group or committee	[1]	[2]	[3]	[4]	[5]
(e) Surveys of local employers	[1]	[2]	[3]	[4]	[5]

32. Which of the following instructional materials/resources would you use if you were revising, updating, or upgrading the occupational program in which you teach?

(a) State instructional materials laboratory	[1] Yes	[2] No
(b) Curriculum coordination center for your region	[1] Yes	[2] No
(c) Educational publishers (V-TECS, AAVIM, CIMC, NCRVE, etc.)	[1] Yes	[2] No
(d) Commercial publishers (i.e., textbook and workbook publishers, test publishers)	[1] Yes	[2] No
(e) Research and development agencies (e.g., State, RCU, SWRL, NCRVE, etc.)	[1] Yes	[2] No
(f) Local teacher-made materials (your own or someone elses)	[1] Yes	[2] No

33. Which of the following competency-based strategies do you use in the courses that you teach?

(a) Our particular program is not competency-based and we do not use these competency-based strategies [9] (Go to item 34)

	Yes	No
(b) Progress charts	[1]	[2]
(c) Mastery charts	[1]	[2]
(d) Computer recording	[1]	[2]
(e) Standardized written tests	[1]	[2]
(f) Standardized skills performance tests	[1]	[2]
(g) Informal teacher judgments	[1]	[2]
(h) Teacher constructed written tests	[1]	[2]
(i) Teacher constructed skills performance tests	[1]	[2]
(j) Judgments or ratings by employers	[1]	[2]
(k) Other (Specify: ______________________)	[1]	[2]

34. Do you typically arrange for and supervise cooperative education experiences of students?

[1] No
[2] Yes, typically one student per grading period
[3] Yes, typically two
[4] Yes, three
[5] Yes, four to six
[6] Yes, more than six

35. Are students in your program required to complete a work-study experience or internship in business/industry as part of their training?

[1] No
[2] Yes, up to two weeks
[3] Yes, three to six weeks
[4] Yes, seven to twelve weeks
[5] Yes, thirteen to twenty-four weeks
[6] Yes, over twenty-four weeks

36. Do the employers who supervise the work experiences of cooperative education students influence the grades those students receive?

[1] No, our program is not part of cooperative education
[2] No
[3] Yes, employers recommend grades to the coordinator(s)
[4] Yes, employers assign work experience grades
[5] Yes, employers and coordinators jointly agree and assign students' grades

37. To what extent do representatives of business, industry, and labor influence the following aspects of the program you teach?

	Very Little Influence				Considerable Influence
(a) Determining curriculum goals and objectives	[1]	[2]	[3]	[4]	[5]
(b) Determining curriculum content	[1]	[2]	[3]	[4]	[5]
(c) Assessing relevance and currentness of curriculum	[1]	[2]	[3]	[4]	[5]

	Very Little Influence				Considerable Influence
(d) Recommending programs to be offered or deleted	[1]	[2]	[3]	[4]	[5]
(e) Providing/Developing learning or training sites (e.g., co-op)	[1]	[2]	[3]	[4]	[5]
(f) Identifying changes needed in training due to technological advances	[1]	[2]	[3]	[4]	[5]
(g) Providing equipment and supplies	[1]	[2]	[3]	[4]	[5]
(h) Affirmative action concerns	[1]	[2]	[3]	[4]	[5]

38. During the past three years, have you or others in your program . . .

	No	Yes, Once	Yes, Twice	Yes, Three+ Times
(a) Systematically conducted interviews of employers to determine their satisfaction with employees who were former students in your program?	[1]	[2]	[3]	[4]
(b) Systematically conducted interviews of former students in your program to determine their satisfaction with the training they received?	[1]	[2]	[3]	[4]
(c) Systematically developed learning/training sites (e.g., coop, work-study, career exploration) in your community?	[1]	[2]	[3]	[4]

39. In general, how current and up-to-date are the equipment and materials available in the occupational program in which you teach?

[1] Very current, up-to-date
[2] Current, but not the latest
[3] Somewhat dated, not outmoded
[4] Very dated, outmoded

40. Are individualized teaching/learning activities and experiences an integral part of the occupational program in which you teach?

[1] No
[2] Yes, when dealing with learning basic concepts/theory
[3] Yes, when working in shop/lab on job skill development practice
[4] Yes, all segments of program

41. Are any of the following kinds of special services made available to the students in your program who are having problems?

	Yes	No
(a) Developmental instruction - basic reading	[1]	[2]
(b) Developmental instruction - basic math	[1]	[2]
(c) Pre-tech courses	[1]	[2]
(d) More individualized and intensive counseling and follow-through	[1]	[2]
(e) Special tutorial and/or related types of assistance, (e.g., peer tutoring)	[1]	[2]

Personal Characteristics

42. When were you born? ____________ / ____________
month year

43. What is your sex? [1] Female [2] Male

44. What is your ethnic group? **(Check one)**

- [1] American Indian or Alaskan Native
- [2] Asian American or Pacific Islander
- [3] Black, not of Hispanic origin
- [4] Hispanic
- [5] White, not of Hispanic origin
- [6] Other

45. a) What is the discipline and highest level of education you have completed?

	Discipline(s)
[1] High school diploma	____________
[2] Some college - no certificate	____________
[3] Associate degree	____________
[4] Bachelor's degree	____________
[5] Bachelor's degree plus some graduate work	____________
[6] Master's degree	____________
[7] Master's degree plus additional graduate work	____________
[8] Doctorate	____________

b) Have you received non-school based training in the subject areas you teach (e.g., apprenticeship, on-the-job training)?

[1] Yes. Please explain. ______________________________
____
[2] No ______________________________

46. In what year did you complete your highest level of education as noted in Question 45? ________
year

47. How many years of experience have you had as a teacher or faculty member on either a part- or full-time basis--

	Years Full-time	Years Part-time
(a) At the elementary or secondary level?	____	____
(b) At two-year community colleges or voc-tech institutions?	____	____
(c) At proprietary schools?	____	____
(d) At four-year colleges or universities?	____	____
(e) Other ______________________________		

EMPLOYMENT HISTORY [Please include instructional and noninstructional positions.]

	48. Current or most recent job	49. Second to last job	50. Third to last job	51. Fourth to last job	52. Fifth to last job
a] Starting Date	______/______ month year	______/______ month year	______/______ month year	______/______ month year	______/______ month year
b] End Date	N/A	______/______ month year	______/______ month year	______/______ month year	______/______ month year
c] Occupation; Job Duties	______ ______	______ ______	______ ______	______ ______	______ ______
d] Name of institution; Firm	______ ______ ______	______ ______ ______	______ ______ ______	______ ______ ______	______ ______ ______
e] Last [or current] wage or salary	$ ______ per [1] hour [2] week [3] month [4] year	$ ______ per [1] hour [2] week [3] month [4] year	$ ______ per [1] hour [2] week [3] month [4] year	$ ______ per [1] hour [2] week [3] month [4] year	$ ______ per [1] hour [2] week [3] month [4] year
f] Supervisory duties [Responsible for performance/salary appraisal for 1 or more individuals]	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no
g] Covered by collective bargaining agreement	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no	[1] yes [2] no

YOU HAVE COMPLETED THE QUESTIONNAIRE. THANK YOU. SIGN THE FOLLOWING CERTIFICATION AND RETURN THE QUESTIONNAIRE TO THE LIAISON LISTED AT THE BOTTOM OF THE 1ST PAGE. YOU WILL RECEIVE A CHECK FOR $10 FROM THE OHIO STATE UNIVERSITY IN 2-3 WEEKS.

I certify that I have completed the Faculty questionnaire for the Postsecondary Occupational Education Delivery: An Examination project.

Signed ______________________ Date ____________ Social Security No. ______________

Print ______________________

Address ______________________

City ______________________

State ____________ Zip ____________

STUDENTS

Postsecondary Occupational Education Delivery: An Examination

Conducted by:

The National Center for Research
in Vocational Education
The Ohio State University

Sponsored by:

Office of Vocational
and Adult Education
U.S. Department of
Education

Why we need your help....

Your institution is helping in a national study of postsecondary occupational education. You have been selected as a representative student at your institution to help with that study. Your answers to the questions that follow are very important. They will help provide a basis for describing accurately the occupational education offered in postsecondary institutions and should also provide support for future program improvements.

How you can help....

On the pages that follow you will find a number of questions that relate specifically to yourself and your family, your work experience, and your educational goals and background. These questions can be answered quickly by placing an "X" or a check mark "✓" in the "[3]" next to your answer or by filling in the blank spaces provided. (See the examples shown in the box below.) Please answer all the questions as accurately as possible. Please use a pen to mark your responses.

EXAMPLE 1:

o Nationally, about what percentage of high school students dropout out each year?

[1] Between 4% and 8%
[2] Slightly less than 15%
[✓ [3] About 28%]
[4] Over 50%

EXAMPLE 2:

o About what percentage of the students in your institution are:

(a) Females? 53 %
(b) Males? 47 %

When you have completed your questionnaire, (a) fold it in half, (b) staple or tape it together, and (c) return it to the institutional liaison whose name is listed below. Again, we want to note that your participation in this study is voluntary. In addition, the information you provide will be treated in the strictest confidence; no data will be associated with the name of an individual or institution in any project-related reports or other form of information dissemination. All data will be aggregated across individuals and institutions and described only at the national level.

INSTITUTIONAL LIAISON

Name: ____________________
Address: ____________________

1. Name: ______________________________

2. Institution: ________________________

3. What is (are) your major program(s): ________________________
____

Background

4. When were you born? ____________/__________
month year

5. What is your sex?
[1] Female
[2] Male

6. What is your ethnic background?

[1] American Indian or Alaskan Native
[2] Asian American or Pacific Islander
[3] Black, not of Hispanic origin
[4] Hispanic
[5] White, not of Hispanic origin
[6] Other

7. Which of the following best describes the place where you live?

[1] A rural or farming community
[2] A small city of less than 50,000 people that is not a suburb
[3] A medium-sized city (50,000 - 100,000)
[4] A suburb of a medium-sized city
[5] A large city (100,000 - 500,000)
[6] A suburb of a large city
[7] A very large city (over 500,000)
[8] A suburb of a very large city
[9] A military base or station

8. What is your marital status?

[1] Married, spouse present
[2] Married, spouse absent in military or other reasons (not specified)
[3] Widowed
[4] Divorced
[5] Separated
[6] Never married

9. How many children do you have and what are their ages?

[1] None
[2] One ---> Age ______
[3] Two ---> Ages ______ and ______
[4] 3-4 ---> Oldest age ______; youngest ______
[5] 5+ ---> Oldest age ______; youngest ______

10. Do you live independently of your parents (or guardians)?

[1] Yes
[2] No

11. Are you financially independent of your parents (or guardians)?

[1] Yes
[2] No

Educational Background

12. What type of school(s) did you attend for grades 1-8 and in high school? **(MARK THE RESPONSE THAT IS TRUE FOR MOST OF THE TIME YOU WERE IN THESE GRADES, IF YOU ATTENDED MORE THAN ONE TYPE.)**

(a) Elementary and Junior High/ Middle School (Grades 1-8)
[1] Public
[2] Private-religious affiliation
[3] Private-other

(b) High School (Grades 9-12)
[1] Public
[2] Private-religious affiliation
[3] Private-other

13. When did you graduate from high school or get your GED equivalent?

_______________/__________
month year

14. Which of the following best describes your high school program?

[1] General
[2] Academic or college prep
[3] Vocational (Occupational) preparation -->
    [1] Agriculture
    [2] Business/Office
    [3] Distribution/Marketing
    [4] Health
    [5] Home economics
    [6] Technical
    [7] Trade or industrial

15. Which of the following best describes your grades in high school?

[1] Mostly A (a numerical average of 90-100)
[2] About half A and half B (85-89)
[3] Mostly B (80-84)
[4] About half B and half C (75-79)
[5] Mostly C (70-74)
[6] About half C and half D (65-69)
[7] Mostly D (60-64)
[8] Mostly below D (below 60)

16. In high school, approximately how much time did you spent on homework per week?

[1] No homework was ever assigned
[2] I had homework assigned, but I usually didn't do it
[3] Less than 1 hour per week
[4] Between 1 and 3 hours per week
[5] 3-5 hours per week (1/2 - 1 hour per night)
[6] 5-10 hours per week (1 - 2 hours per night)
[7] 11-15 hours per week (2 - 3 hours per night)
[8] 15+ hours

17. In high school, did you participate in any of the following type of activities in or out of school? **(ANSWER ALL ITEMS)**

	Did not participate	Participated actively, but not as officer or leader	Officer or leader
(a) Varsity athletic teams	[1]	[2]	[3]
(b) Other athletic teams	[1]	[2]	[3]
(c) Cheer leading, pep club, majorettes	[1]	[2]	[3]
(d) Drama	[1]	[2]	[3]
(e) Band, orchestra, chorus, or dance	[1]	[2]	[3]
(f) Hobby clubs (photography, electronics, crafts) or school subject clubs (science, business, math)	[1]	[2]	[3]
(g) Honorary clubs, such as National Honor Society	[1]	[2]	[3]
(h) School newspaper, magazine, yearbook	[1]	[2]	[3]
(i) Student council, student government, political club	[1]	[2]	[3]
(j) Vocational education clubs (FHA, FTA, FFA, DECA, FBLA, VICA)	[1]	[2]	[3]
(k) Youth organizations in the community (Scouts, Y) or church activities	[1]	[2]	[3]
(1) Junior Achievement	[1]	[2]	[3]

18. Have you taken any of the following tests?

a) College Board SAT test

[1] Yes ----> Combined score:
[1] 400 - 600
[2] 600 - 800
[3] 800 - 1000
[4] 1000 - 1200
[5] 1200+

[2] No

b) ACT test

[1] Yes ----> Score:
[1] less than 15
[2] 15 - 19
[3] 20 - 24
[4] 25 - 30
[5] More than 30

[2] No

Current Education

19. For how many grading periods (quarters, semesters, etc.) have you attended this institution not counting this current one? ______

20. Please rank the four most important factors that influenced you to choose this institution. **(The most important factor would be 1, the next most important 2, and so forth. Do not repeat rankings. If there are fewer than 4 factors, then only rank the factors that were important.)**

(a) Guidance counselor in prior school ________
(b) Catalog's description ________
(c) Parents advice ________
(d) Teacher in prior school ________
(e) Location ________
(f) Friend or acquaintance recommendation ________
(g) Reputation of the institution for providing high quality education and training ________
(h) Reputation of the institution for high placement rates ________
(i) Cost considerations ________
(j) Financial aid ________
(k) It is the only institution in my state that offers the program I'm interested in ________

21. Does this institution consider you a full or a part-time student?

[1] Full time
[2] Part-time
[3] Don't know

22. How many credit hours are you enrolled in during this grading period?
__________ credit hours

23. How many credit hours are you planning to enroll in for the entire year? (September 1, 1986 - August 31, 1987) __________ credit hours

24. a) What is the cost per credit hour for the courses you are currently taking? $__________._____

b) What is the total cost for course fees over and above the charges per credit hour? $__________._____

25. Did you receive a loan to cover any of the costs for this year's educational expenses?

[1] Yes
[2] No

26. Did you receive any form of financial aid for this school year such as a scholarship, grant, fellowship, assistantship, tuition waiver, or veteran's educational benefits? **(MARK ALL THAT APPLY)**

[9] No (Go to Question 27)

[1] Yes, a scholarship
[2] Yes, a grant
[3] Yes, a fellowship
[4] Yes, an assistantship
[5] Yes, a tuition waiver
[6] Yes, veterans' benefits
[7] Yes, JTPA/PIC
[8] Yes, other (specify: ______________)

27. Have you taken any of the following courses at this institution? **(ANSWER ALL ITEMS)**

	Yes	No
a) Basic English (sometimes called developmental or essential)	[1]	[2]
b) Basic Mathematics (sometimes called developmental or essential)	[1]	[2]
c) A course on how to study	[1]	[2]
d) Basic science (sometimes called pre-tech)	[1]	[2]
e) Career education (job knowledge, job seeking skills, career awareness	[1]	[2]

28. Which of the following best describes your grades in this institution?

[1] Mostly A (a numerical average of 90-100)
[2] About half A and half B (85-89)
[3] Mostly B (80-84)
[4] About half B and half C (75-79)

[5] Mostly C (70-74)
[6] About half C and half D (65-69)
[7] Mostly D (60-64)
[8] Mostly below D (below 60)

29. About how much time do you spend preparing for ________________ (course name) each week? ________ hours

30. Is the time that you spend on this course more, less, or about the same as time spent on your other courses?

[1] More
[2] About the same
[3] Less
[4] Don't know

31. What type of degree are you currently working toward and what is the highest type of degree you eventually plan to get?

Working on
[1] Vocational certificate
[2] Associate's degree
[3] Bachelor's degree
[4] Other (Please specify: ____________________)
[5] Not working toward a degree

Plan to get
[1] Vocational certificate
[2] Associate's degree
[3] Bachelor's degree
[4] Master's degree
[5] Ph.D.
[6] Other: (____________________)
[7] Not working toward a degree

32. Do you participate in any of the following types of activities in or out of school? **(ANSWER ALL ITEMS)**

	Do not participate	Participate actively, but not as officer or leader	Officer or leader
a) Varsity athletic teams	[1]	[2]	[3]
b) Other athletic teams	[1]	[2]	[3]
c) Cheerleading, pep club, majorettes	[1]	[2]	[3]
d) Drama	[1]	[2]	[3]
e) Band, orchestra, chorus, or dance	[1]	[2]	[3]
f) Hobby clubs (photography, electronics, crafts)	[1]	[2]	[3]
g) Honorary clubs or societies	[1]	[2]	[3]
h) School newspaper, magazine, yearbook	[1]	[2]	[3]
i) Student government	[1]	[2]	[3]

33. Do you participate in an internship or cooperative education program that involves employment off-campus?

[1] Yes

[2] No (Go to question 35)

How many hours per week do you work as part of the program? ____ hours

34. Do you receive credit toward a degree for co-op work?

[1] Yes

[2] No

35. An individualized course is one that you take on your own at your own speed, perhaps with assistance of a microcomputer. How many individualized courses have you taken in this institution?

________ courses

[99] None

36. Do you agree or disagree with the following statements?

	Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
a) The course work in this institution is more difficult than high school.	[1]	[2]	[3]	[4]
b) On average, the instructors seem to care a lot about students.	[1]	[2]	[3]	[4]
c) The students here have a lot of school spirit.	[1]	[2]	[3]	[4]
d) I had no idea about how hard the courses would be when I entered.	[1]	[2]	[3]	[4]
e) The library facilities at this institution are good.	[1]	[2]	[3]	[4]
f) The equipment at this institution is good.	[1]	[2]	[3]	[4]
g) This institution does not place as many students in jobs after graduation as they advertise.	[1]	[2]	[3]	[4]

37. Do you feel that you will complete the program that you are in?

[1] Yes ---> (Go to question 38)
No, because **(Mark the best answer)**
[2] I will probably transfer to another program in this institution
[3] I will probably transfer to another institution
[4] I will probably stop attending because the work is too hard
[5] I will probably stop attending for financial reasons
[6] I will probably stop attending because English is a second language and I am having too much difficulty
[7] I will probably get a job after I complete the program
[8] I will probably stop attending for other reasons
(Specify: ______________________________)

Other Colleges

38. Have you attended any college or institution after high school prior to or while you were enrolled here?

[1] Yes
[2] No (Go to question 44)

39. What was the name and address of the most recent postsecondary institution you attended?

____
____
____

40. Dates of attendance of most recent enrollment prior to this institution?

From _______/_________ to _______/_________
month year month year

41. What was/is your major at that institution? ______________________
[99] Undecided, no major

42. Did you receive a degree? [1] Yes
[2] No (Go to question 44)

43. Which degree?
[1] Vocational certificate
[2] Associate degree
[3] Bachelor's degree
[4] Master's degree
[5] Ph.D.
[6] Other: ______________

Military

44. Have you served or are you currently serving in the Armed Forces, including the National Guard or Reserves?
[1] Yes
[2] No (Go to question 49)

45. What were the dates of your service? From _______/_________ to _______/_________. **(Enter current date if still serving.)**
month year month year

46. (a) What is the name of the job you were trained for?

____

(b) What were/are the main activities and duties?

____

47. How many weeks of training (not counting basic) did you complete?

Formal School Training	On the Job Training
___ ___ weeks	___ ___ weeks
[99] None	[99] None

48. How related was your training to the course of study you are now pursuing?

[1] Not at all related
[2] Somewhat related
[3] Related
[4] Very related

Employment History

49. Are you currently employed for pay?
[1] Yes
[2] No (Go to question 59)

50. When did you start working at this job? ______________/_________
month year

51. What is your occupation/job duties?

____

52. Name of employer: ____
Type of industry: ____

53. How many hours did you work last week? _________ hours

54. What is you hourly wage or salary? $_________ per [1] hour [3] month
(Include tips, bonuses, commission) [2] week [4] year

55. How related is your job to the course of study you are pursuing?

[1] Not at all related
[2] Somewhat related
[3] Related
[4] Very related

56. How did you find out about this job?

[1] Responded to an ad in the newspaper
Referred by:
[2] Friend or family member
[3] State employment agency
[4] High school teacher or counselor
[5] College/institution staff member
[6] Listed in placement office
[7] Other: _______________

57. Does your employer know that you are attending school?
[1] Yes
[2] No (Go to item 59)

58. Does your employer typically allow you to adjust your work schedule, hours, or duties to accomodate your school work or schedule?
[1] Yes
[2] No

5 MOST RECENT PRIOR JOBS

	a) Recruitment Source	b) Starting Date	c) Ending Date	d) Occupation or Job Duties	e) Name of Firm	f) Average Hours/Week	g) Relevant Current Training	h) Last (or current wage or salary)
59. Most recent job (not including job described in question 49)	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/acquaintance [5] Teacher/Counselor [6] Other	____/____	____/____	________ ________ ________	________	During school ____ Summers ____	[1] Yes [2] No	$______ per [1] hour [2] week [3] month [4] year
60. Second most recent job	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/acquaintance [5] Teacher/Counselor [6] Other	____/____	____/____	________ ________ ________	________	During school ____ Summers ____	[1] Yes [2] No	$______ per [1] hour [2] week [3] month [4] year
61. Third most recent job	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/acquaintance [5] Teacher/Counselor [6] Other	____/____	____/____	________ ________ ________	________	During school ____ Summers ____	[1] Yes [2] No	$______ per [1] hour [2] week [3] month [4] year
62. Fourth most recent job	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/acquaintance [5] Teacher/Counselor [6] Other	____/____	____/____	________ ________ ________	________	During school ____ Summers ____	[1] Yes [2] No	$______ per [1] hour [2] week [3] month [4] year
63. Fifth most recent job	[1] Newspaper ad [2] School placement office [3] State employment office [4] Friend/acquaintance [5] Teacher/Counselor [6] Other	____/____	____/____	________ ________	________	During school ____ Summers ____		$______ per [1] hour [2] week [3] month [4] year

Government-Sponsored Training

64. Besides the jobs you just listed (or earlier jobs), have you received skill training from a government-sponsored program such as CETA, JTPA, or the Job Corps, from a labor organization, or from a community-based organization such as the Urban League, an action agency, etc. **(MARK ALL THAT APPLY)**

[1] No (Go to question 67)
[2] Yes, from CETA or JTPA
[3] Yes, from a labor organization
[4] Yes, from a community-based organization

65. What is/are the name(s) of the agencies that sponsored this training?

____
____

66. For the program that you attended last (most recently)--

a) Did you complete the program?
[1] Yes
[2] No, I am still enrolled
[3] No

b) Dates of enrollment From ________/______ to ________/______
month year month year

c) What occupation or job were you being trained for? ________________

d) Did this program provide you classroom or individualized instruction in reading, writing, or arithmetic?
[1] Yes
[2] No

e) How related was the training to the program or course of study you are currently pursuing?

[1] Not at all related
[2] Somewhat related
[3] Related
[4] Very related

67. Do you have any of the following conditions? **(MARK ALL THAT APPLY)**

[1] Specific learning disability
[2] Visual handicap (not correctable)
[3] Hard of hearing
[4] Deafness
[5] Speech disability
[6] Orthopedic handicap
[7] Other physical disability or handicap
Please describe:________
____
[8] None of these conditions

68. Families may be divided into 8 groups according to how much income they receive in a year. **(MARK THE INCOME RANGE THAT APPLIES TO YOUR FAMILY.)**

[1] $7999 or less
[2] $8000 - 11,999
[3] $12,000 - 15,999
[4] $16,000 - 19,999
[5] $20,000 - 24,999
[6] $25,000 - 34,999
[7] $35,000 - 49,999
[8] $50,000+

LOCATING INFORMATION

You have completed the questionnaire. Thank you very much. We may be contacting some of our respondents in a year or two, so we would like to be certain that we have your correct name, address and phone number. We would also like to have the name, address, and phone number of a relative or individual who would be most likely to know where you are.

69. Your Name (Please Print)

(Last) / (First) / (M.I.)

70. Your Address

City State Zip

71. Your Telephone Number

Area Code /

72. Relative's or Contact Person's Name

(Last) / (First) / (M.I)

Person's relationship to you: ____________________

73. Person's Address

City State Zip

74. Person's Telephone Number

Area Code /

THANK YOU. SIGN BELOW AND RETURN THE QUESTIONNAIRE TO THE PERSON LISTED AT THE BOTTOM OF THE 1ST PAGE. YOU WILL RECEIVE A CHECK FOR $5 FROM THE OHIO STATE UNIVERSITY IN 2-3 WEEKS.

I certify that I completed the Student questionnaire for the Postsecondary Occupational Education Delivery: An Examination project.

Signed: ____________________ Date: ____________________

Printed: ____________________ Social Security No.: ____________

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